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ABSTRACT

This report addresses the issue of the differing levels of educational success experienced by college students of various racial-ethnic backgrounds, through evaluating the feasibility of developing an educational equity assessment system to provide information on perceptions of California campus climate. The report examines the nature of campus climate and its effect on students' perceptions, knowledge, skills, and competencies. Part 1 discusses the impetus for the study and describes its implementation. Part 2 describes the statewide context for studying campus climate. Part 3 outlines the methodology that the California Postsecondary Education Commission used to collect information on campus climate from students, faculty, and staff at eight California colleges and universities. Part 4 summarizes participants' perceptions concerning faculty, curriculum, academic support, student life, campus image, leadership, and community involvement. The report concludes that it is feasible to describe campus climates and identify factors perceived as contributing to or detracting from educational achievement, and that institutional self-assessments of campus climate should be criterion-referenced. Three appendixes include a prospectus for legislative action on differential treatment, the text of Assembly Bill 4071, and a listing of the members of the Educational Equity Assessment System Advisory Committee. Includes 10 references. (DB)

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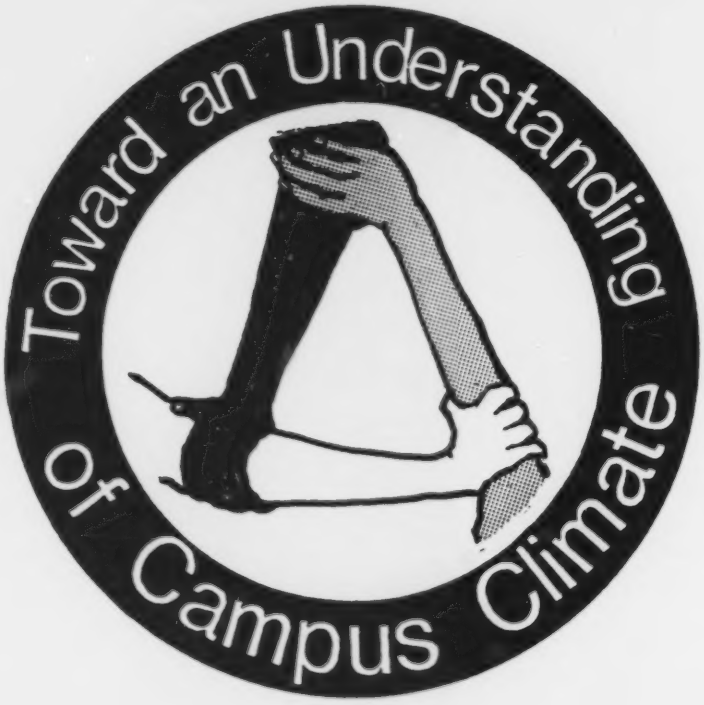
TOWARD AN UNDERSTANDING OF CAMPUS CLIMATE



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CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

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Summary

A central question with respect to the achievement of California's educational equity goals is "Why do students of various racial-ethnic backgrounds and gender flow through the educational system at rates and with levels of success that are consistently and predictably uneven?" In an effort to address this query, this report examines the feasibility of developing an educational equity assessment system that would provide information on perceptions of the campus climate in California higher education. It defines *campus climate* as the formal and informal environment -- both institutionally and community-based -- in which individuals learn, work, and live in a postsecondary setting. Of particular concern to this report is the extent to which dissonant perceptions of the campus climate exist among groups of campus participants, particularly among groups whose members can be characterized by gender and racial-ethnic similarities.

Two confluent impetuses are responsible for the report: Assembly Bill 4071 (Vasconcellos, 1988) and the Commission's own interest in examining and improving the qualitative aspect of educational equity.

This is the first of at least two documents that the Commission expects to publish as a result of those influences. In it, the Commission examines the nature and effect of campus climate on students' perceptions, knowledge, skills, and competencies needed to succeed in and after college. The Commission anticipates publishing a second report, focusing on methods for designing and implementing an educational equity assessment system, in Spring 1991.

This report consists of five parts:

- Part One discusses the impetuses for the study and describes its implementation.
- Part Two describes the statewide context for studying campus climate.
- Part Three outlines the methodology that the Commission used to collect information on campus climates from students, faculty, and staff at eight California colleges and universities.
- Part Four presents summaries of the perceptions of students, faculty, and staff expressed during group discussions on these campuses.
- And Part Five provides a set of conclusions based upon the study to date but defers recommendations on implementation to the second report from the study.

The quotations at the beginning and end of each section of the report illustrate the perceptions held by group participants of their campuses' climates.

The Commission adopted this report at its meeting on June 11, 1990, on the recommendation of its Policy Development Committee. Additional copies of the report may be obtained from the Publications Office of the Commission at (916) 324-4991. Questions about the substance of the report may be directed to Penny Edgert of the Commission staff at (916) 322-8028.

TOWARD AN UNDERSTANDING OF CAMPUS CLIMATE

A Report to the Legislature
in Response to Assembly Bill 4071
(Chapter 690, Statutes of 1988)

CALIFORNIA POSTSECONDARY EDUCATION COMMISSION
Third Floor • 1020 Twelfth Street • Sacramento, California 95814-3985

COMMISSION REPORT 90-19
PUBLISHED JUNE 1990

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1 *Impetus for the Study*

> I think that discrimination has changed to the point where it's more subtle; subtle to the point that it leaves you wondering whether it is discrimination or just "something that happened." I can think of many instances which left me wondering, and some that didn't leave me wondering because I knew that it was just an act of discrimination."
>
> -- Perception of a college student participating in this study

IN THE second half of the 1980s, national attention focused on the nature and quality of the undergraduate experience in American colleges and universities. Prompted, at least in part, by the recognition that the world is increasingly interdependent, competitive, and complex, concerns about America's educational systems have centered on their academic rigor, curricular content, institutional missions, and receptivity to adapt to national needs and priorities. With greater awareness that the nation's future rests upon the quality of our educational systems at all levels, accountability issues have assumed a new importance.

While these issues have given rise to much analysis, the decline in the proportion of college students intending to pursue careers in higher education over the past generation, particularly now at a time when the academy nationally will be hiring over 500,000 new faculty within the next 15 years, is alarming as well. A major national survey of entering college classes conducted annually by the UCLA Higher Education Research Institute reported that in 1966, 1.8 percent of the freshman class was interested in pursuing a career as a professor; in 1987, that figure was only 0.3 percent.

Adding to the general attention about college-level education is concern about the capacity of educational systems at all levels to teach the increasingly diverse population of the future. Myriad measurements substantiate the fact that the journey made by students through the educational continuum is influenced by their genders and racial-ethnic backgrounds. In general, knowledge of students' background allows one to statistically predict, all too well and too consistently, the choices that they will make at critical junctions in the educational continuum, the speed at which they will flow through major transition points, and when and where they will leave the system. To summarize those studies, at the earlier stages of this continuum, Black, Latino, and Native American students are less successful than their Asian and White classmates in advancing to the next level. Upon baccalaureate graduation, the progress of Asian students and White women diminishes as well.

Less understood than the flow of students, but equally as important, are the academic, social, and interpersonal experiences that students encounter during their educational journeys and how the nature of these experiences often vary by virtue of their gender, racial-ethnic background, and socioeconomic status.

A complex of reasons may account for decisions of students to continue their postsecondary educational journeys, including:

- academic preparation and performance;
- financial considerations;
- importance placed on education as an avenue to future success;
- family obligations; and
- fluctuations in career goals.

However, an inescapable fact is that the decision of students to continue or discontinue these journeys is related to more than academic performance. Research studies on some campuses estimate that more than half the students who leave prior to com-

pleting their undergraduate education do so in good academic standing. Further, while academic underpreparation may explain some of the attrition patterns for undergraduates, it vanishes at the graduate level as an explanation for the persistent variations in completion rates between White males and all other graduate students. Clearly, then, nonacademic factors play a major role in the documented patterns of educational achievement for students from various racial-ethnic backgrounds and of different genders. The identification of these factors as they relate to the differential rate of progress by students through the postsecondary educational system is critical for achieving educational equity.

As such, this study focuses on the experiential aspect of students' educational journeys once they enroll in California colleges and universities. Specifically, this project addresses the query: *Why do students of various racial-ethnic backgrounds and different genders flow through the system at rates and with levels of success that are consistently and predictably uneven?*

By its very nature, this study is unlike most Commission work. Its subject matter is difficult to grasp analytically; it addresses the core of institutional receptivity and inclusiveness; and its methodological approaches are exploratory and designed to yield qualitative rather than quantitative information. Moreover, the project seeks primarily to determine only the feasibility of developing assessment mechanisms that have the potential to lead to greater understanding with respect to this query. While these differences make this project intriguing, anxiety-provoking, and uncomfortable for the Commission, California's educational systems, and its colleges and universities, little doubt exists as to the importance to the future of the State of addressing the central focus of the study.

Origins of the study

Two confluent impetuses are responsible for this project: (1) Assembly Bill 4071, and (2) the Commission's expressed interest in examining the qualitative aspect of educational equity, as reflected in its policy statement on that topic adopted in December 1988. The following paragraphs discuss each of these impetuses separately for the sake of clarity, but these separate discussions should not obscure their confluence with respect to the study.

Assembly Bill 4071

In order to identify the elements of the educational environment that contribute to or detract from student achievement, the University of California Student Association (UCSA) reviewed research on this topic in 1987. The Association concluded that "differential treatment" was a primary reason that White women and students from underrepresented backgrounds leave college or decide to forego continuing their education beyond the attainment of a baccalaureate. The Association defined the phrase *differential treatment* as "a subtle and usually unintentional behavior pattern directed towards affirmative action students which serves to affirm and reinforce traditional ethnic and/or gender stereotypes" (Knutsen, 1987, p. 1). The Association's prospectus, which is attached as Appendix A, is replete with information from research studies documenting the existence of differential treatment at various types of postsecondary educational institutions at the undergraduate and graduate levels.

Expanding on the discussion in the Association's prospectus, the Legislature and Governor enacted Assembly Bill 4071 (Vasconcellos, 1988), which is attached as Appendix B. This legislation directed the Commission to:

1. Determine "the relative significance of various factors that contribute or detract from an equitable and high quality educational experience, particularly by women and students from historically underrepresented groups. Of special importance are factors influencing the perceived level of equity being provided in students' educational experiences." Quoting from another section of this legislation, the factors of interest in this study were identified as: "institutional policies, programs, practices, attitudes, and expectations that are conducive to, and serve to encourage the achievement of appropriate educational goals by all students at the institutions, in particular women and students from minority groups traditionally underrepresented in higher education";
2. Assess the feasibility of developing "a program of systematic longitudinal data collection" that

would focus on the various factors discussed immediately above; and

3. Examine "the feasibility of developing the above-described programs so that data will be comparable between the University of California, the California State University, and the California Community Colleges."

For the purpose of this project, the Commission labels the aggregation of factors discussed above as *the campus climate* -- a phrase reminiscent of the work of Bernice Sandler and her colleagues at the Project on the Status and Education of Women. Specifically, it defines *campus climate* as the formal and informal environment -- both institutionally and community-based -- in which individuals learn, work, and live in a postsecondary setting. It is through the perceptions of individuals in these environments that campus climates can be studied.

The Commission's interest in the qualitative dimension of educational equity

In its December 1988 statement, *The Role of the Commission in Achieving Educational Equity: A Declaration of Policy*, the Commission presented both a quantitative and qualitative definition of educational equity that emphasized its view of the importance of aspects of educational equity that are difficult to quantify. The present study reflects fundamentally on the Commission's qualitative definition: "the goal of educational equity is achieved when pluralism and excellence are equal partners in a quality educational environment, especially with respect to curriculum, teaching, research, and public service." As such, it represents the first of several anticipated Commission projects designed specifically to address this aspect of educational equity.

The study, then, centers on the feasibility of developing a system to collect information on *perceptions* held by students, faculty, and staff about their campus' climate because these perceptions often influence the choices that these people make about their educational careers. Further, of particular concern in this study is the extent to which it is possible to determine if there are dissonant perceptions of the climate among groups of campus participants, particularly among groups whose members can be characterized by gender and racial-ethnic similarities.

Purposes of the study

The purposes of this study are three-fold:

1. To communicate to institutional, systemwide offices, and State policy makers the importance of understanding campus climate to the achievement of statewide educational equity goals.

2. To encourage the development of institutional, systemwide, and statewide strategies to assess campus climate, with particular emphasis on promoting institutional self-assessment in this area.

3. To recommend policies and strategies to the State that it could implement to promote and support the development of strategies to assess campus climates as part of the movement toward greater institutional accountability.

Organization of the study

In order to manage this agenda and serve an educative function, the Commission has conceptualized the study into two phases, with a separate report stemming from each phase.

Phase One: Framing a View of the Campus Climate

In this phase of the study, the Commission has sought to understand and communicate the nature of the campus climate and its effect on students' perceptions, knowledge, skills, and competencies to succeed in college and participate effectively in the California of the future. The present report emerges from this phase of the study and relates to several of the short-range outcomes described in the prospectus for the study considered by the Commission in April 1989. Specifically, this phase of the study was guided by the following objectives:

1. To respond to the legislative directive contained in AB 4071 concerning the feasibility of develop-

ing and implementing a longitudinal information system to assess campus climate factors on California colleges and universities.

2. To initiate the Commission's examination of the qualitative dimensions of educational equity, as defined in its policy statement cited above.

3. To identify institutional behaviors and attitudes that affect the quality of the educational experiences of college students.

4. To identify and describe subtle and unintentional practices -- both individual and institutional -- that contribute to, or detract from, achievement in order that campuses can accelerate the rate of change to climates that facilitate success for all participants, and in particular students, faculty, and staff who are White women or from backgrounds historically underrepresented in postsecondary education.

This report offers conclusions on the Governor's and Legislature's interests in the feasibility of developing an educational equity assessment system, but will defer recommendations on implementation until completion of the second phase of the study.

As a first step in determining the feasibility of assessing campus climates, the Commission sent a letter to the chief executive officers of California's colleges and universities requesting copies of studies that they had conducted at their institutions with respect to assessing the nature of the collegiate environment. Information has been received from approximately 60 institutions throughout the State that in Phase Two of the project will be compiled as part of a resource guide for utilization by institutions intending to examine their campus environments.

Phase Two: Methods for Designing and Implementing an Educational Equity Assessment System

The second phase of the study will explore possible elements that could be included in an educational equity assessment system.

Phase Two will focus on the feasibility, desirability, and appropriateness of developing systems to assess campus climates, with particular attention to issues of measurement, comparability across institutions and educational systems, complexity of assembling system components, and resource needs. Specific outcomes expected from Phase Two are:

1. To identify issues surrounding the feasibility of developing an assessment system that could provide information on the extent to which campus climates change in an effort to become more responsive to the student populations of the future. Although the work in Phase One of this project indicates that it is feasible to describe campus climate, the issue of feasibility of developing a system to measure and assess those climates has yet to be explored in this study.

2. To foster institutional examination of campus climates through the establishment of a mechanism by which the effectiveness of policies and practices designed to change campus climates can be measured over time.

3. To discuss strategies for establishing the empirical relationship between elements of the campus climate and quantitative indices of educational equity, such as baccalaureate attainment rates and graduate school completion rates.

The report that will emerge from Phase Two will:

- describe the potential elements of an educational equity assessment system;
- serve as a resource guide describing these elements and various assessment tools in use in California and nationwide;
- provide cost-estimates for conducting assessment activities; and
- recommend policies to be implemented at the statewide, systemwide, and institutional levels that will lead to an assessment of both quantitative and qualitative aspects of educational equity.

Organization of this report

Part Two of this report describes the statewide context that provided impetus initially for the study and that continues to influence its conduct. This section discusses the opportunities and challenges ahead for this State as the twenty-first century approaches as well as the role that education can play

in preparing Californians to participate successfully in our future society.

Part Three then outlines the methodology of the focus-group discussions that students, faculty, and staff held at eight colleges and universities throughout the State. This description includes information on the design of the sessions, selection of participants, identification and training of the facilitators, and topics addressed in the sessions.

Part Four presents summaries of the perceptions of students, faculty, and staff that were discussed during the focus-group sessions.

Finally, Part Five provides a set of conclusions based on the Commission's study to date. In addition, it includes a description of and schedule for the next phase of the study -- Methods for Designing and Implementing an Educational Equity Assessment System.

Regardless of whether we have labels, like "special action student," "regularly admissible student," or whatever, if you're a student and Black, Chicano, or Native American, chances are you are already labeled. That label is one you cannot hide. What can you do about it?

-- Perception of a campus staff member participating in this study

---

2 *Context of the Study*

> Minority faculty are already involved in the enterprise of dealing with diverse populations; we already have that. The minority faculty do not have to make the same kind of adjustment as the majority faculty, and the majority faculty is not making the same effort to understand the minority cultures that the minority cultures have taken to understand the majority. Therein lies the big problem; it is the majority faculty and the majority students who must make an effort to understand minorities, and that's a big job.
>
> -- Perception of a faculty member participating in this study

AS OFTEN has been stated, by the year 2000 California will become the first mainland state in this country in which no single racial-ethnic group will constitute a majority of its population. A critical issue for the State, then, is the extent to which its present educational systems are preparing *all* students for this future.

In the words of the Commission's policy declaration on educational equity, at least two reasons compel attention to this issue (1988d, p. 2):

> . . . the extent to which all Californians are educated enhances the likelihood that they will make a reasonable living and contribute to the economic stability of the State;
>
> . . . the extent to which all Californians are prepared to benefit from advanced training, particularly in scientific and technological areas, will ensure the continued vibrance of California's economy and its capacity to compete with other technologically sophisticated states and nations.

Educational achievement of California students today

When examining rates at which students flow through the educational continuum, several concerns arise with respect to the progress that this State is making in educating all Californians, as evident by the information presented in Display 1 on page 8:

Progress through high school

Black and Latino children leave school prior to graduation at an alarming rate. In *Unfinished Business: Fulfilling Our Children's Promise*, the Achievement Council reported figures from the State Department of Education indicating that the attrition rates from tenth grade through high school graduation for Black and Latino students in 1987 were 48 and 45 percent, respectively, as compared to 27 percent for all students. In 1988, the State Department of Education reported three-year high school drop-out rates for Black and Latino students at 32 and 31 percent, respectively, compared to 22 percent for graduates as a whole. Whichever measure one chooses to accept, these drop-out rates remain unacceptably high, particularly when remembering the extent to which the State's school-age Latino population is growing daily.

Performance in high school

The population of Black and Latino students who graduate from high school achieve eligibility to the University of California and California State University at significantly lower rates than the general population. In the eligibility study conducted by the Commission of the 1986 public high school graduating class, 4.5 percent of Black graduates

DISPLAY 1 *Percentage of Groups of Californians Reporting their Racial-Ethnic Background at Specified Educational Levels*

	Asian	Black	Filipino	Latino	Native American	White
1988 Public High School Students	8.0%	8.9%	2.2%	31.4%	0.8%	48.8%
1988 High School Graduating Class	9.1	7.8	2.4	19.7	0.8	60.3
1986 University Eligibility Pool (Rates)						
University of California	19.3 (32.8)	2.5 (4.5)	3.0 (19.4)	6.7 (5.0)	N/A (N/A)	68.5 (15.8)
The California State University	15.1 (50.0)	3.1 10.8)	2.3 (29.5)	9.1 (13.3)	N/A (N/A)	70.3 (31.6)
1988 Freshman Class by System						
University of California	23.6	5.4	3.7	11.4	1.1	54.7
The California State University	16.7	6.2	4.5	13.0	0.8	58.8
California Community Colleges	7.3	7.9	3.1	17.9	1.5	62.3
1988 Community College Transfer Class						
University of California	13.5	3.4	1.8	11.7	1.5	68.0
The California State University	10.1	5.9	2.4	11.4	1.1	69.1
1988 Bachelor's Degree Recipients						
University of California	16.6	3.1	2.3	6.5	0.6	70.9
The California State University	10.9	3.7	1.8	8.1	1.2	74.3
1988 Entering Master's Program Class						
University of California	9.8	4.4	1.0	6.4	0.8	77.6
The California State University	10.7	3.9	1.3	6.8	1.2	76.2
1988 Master's Degree Recipients						
University of California	10.2	3.6	0.6	5.6	0.6	79.4
The California State University	8.3	3.8	0.7	5.9	1.0	80.3
1988 University of California Doctoral Class						
Entering Class	11.1	2.6	0.6	5.9	0.6	79.1
Degrees Awarded	8.5	2.4	0.2	4.3	0.6	84.0

Source: Commission staff analysis.

and 5.0 percent of Latino graduates were eligible to attend the University as compared to 14.1 percent of the State's entire graduating class. Corresponding figures for the State University indicate similar discrepancies among student groups: 10.8 percent of Black graduates and 13.3 percent of Latino students were eligible as compared to 27.5 percent of the graduates throughout the State.

Enrollment in postsecondary education

At California's two public universities, the proportional representation of Black and Latino students in the freshman classes was below that of their presence in the high school graduating class in 1988. Only in the community college system does the participation of these student groups begin to mirror their representation in that year's high school graduating class.

Transferring from community colleges to public universities

Once again, the patterns observed earlier in the educational continuum are evident at this transition point. In 1988, Asian and White students comprised a greater proportion of the transfer classes from community colleges to public universities in California than would be expected on the basis of their representation in high school graduating classes or in the community college system as a whole. On the other hand, Black and Latino students were underrepresented in the transfer population.

Progress through baccalaureate graduation

Although progress is being achieved on the State's undergraduate access agenda, that success is tempered by differential rates of retention and graduation among students of various racial, ethnic, and linguistic backgrounds. A longitudinal study recently completed by the University of California indicates that 65.3 percent of the students enrolled as first-time freshmen in 1982 at its eight general campuses either graduated or were still enrolled as undergraduates five years later. However, the percentage of students from various racial-ethnic backgrounds who graduated or were still enrolled five years later reflect a pattern that is all too familiar. Only 50.5 percent of Black freshmen, 57 percent of Mexican-American students, and 54 percent of the Native American freshmen enrolled in 1982 had completed, or were still completing their baccalaureate studies at the University.

Information from the State University with respect to its 1983 freshman class reveals a similar trend: while nearly 55 percent of the first-time freshmen graduated or were still pursuing their bachelor's degrees in 1988, only 40 percent of the Black students, 51 percent of the Mexican-American students, and 43 percent of the Native American students enrolled as freshmen had graduated or were still enrolled five years later.

Matriculation into graduate programs

As Display 1 illustrated, Asian, Filipino, and Latino students were underrepresented in graduate programs at the University and State University, particularly at the doctoral level, in comparison to the baccalaureate graduating classes of these systems in 1988. While the percentage -- albeit small -- of Black and Native American students entering master's degree programs exceeds the proportion of baccalaureate recipients in both systems, they are underrepresented at the doctoral level. In contrast, the proportion of White students in the degree recipient classes increases at each educational level in the public California systems. Moreover, although not detailed on this display, women, irrespective of racial-ethnic background, are underrepresented in doctoral programs. In 1988, only slightly more than a third of the students pursuing doctorates at the University of California were women.

Of particular concern with respect to this part of the educational continuum is the estimate by California's three public postsecondary systems that they will need to hire at least 32,000 postsecondary faculty, or 64 percent of their current slots, by the year 2005. This situation provides an opportunity to develop a faculty reflecting the projected future college student population -- an opportunity that, if squandered, will be lost until roughly 2040 when replenishment needs of this magnitude will again occur. However, if students from groups historically underrepresented in graduate programs choose to pursue options other than careers in college teaching, or are not admitted to and complete graduate programs at substantially higher rates than presently, the academic workforce will remain dominated primarily by White men and, consequently,

unreflective of the future postsecondary student bodies.

In the future, there will be enhanced demands on the educational system. Students will need to develop a wide base of knowledge and myriad skills if they expect to succeed in, and contribute to, California's future. Scientific and technological competence as well as the facility to gather and critically analyze volumes of information are among the essential skills required by the State's economy to maintain and enhance its present position in the world. Further, literacy and verbal skills will continue to be the foundation for success in an emerging communications era. All these skills mentioned above are precisely those that the educational systems have historically included in their curricula. As the discussion above indicates, the systems have uneven records with respect to their effectiveness in teaching these skills to all of California's students.

A potential "synergistic" California society

The demographic shifts occurring in California provide the opportunity for California to create a society that reflects the racial, ethnic, cultural, and linguistic vibrance and vitality of its changing population. Again, in the words of the Commission's declaration of policy on educational equity (1988d, p. 2):

> California is part of a world that is becoming increasingly international, interdependent, and multicultural. . . . education provides opportunities for all Californians to enhance the quality of life within its borders and its relations with neighboring nations through learning about diverse cultures and interacting with individuals of various backgrounds and experiences.

In addition to this reason and in many ways as important, that multicultural society would be the actualization of the democratic, moral, and ethical principles impelling the creation of this nation initially and sustaining its existence today.

Such a society can be described as "synergistic." Formally defined, *synergistic* means "cooperative action of discrete agencies such that the total effect is greater than the sum of the two effects taken independently." In regard to this study, a model of a potential synergistic California society is presented in Display 2 on page 11. The outer five circles -- there could be many more -- represent groups within the California population that are distinguished by specific socioeconomic, racial, ethnic, linguistic, or gender characteristics. Each of these groups is unique in some sense and each has a culture that is group-specific. In this figure, these circles, and by implication the cultures, remain whole, but aspects of each group's culture also becomes part of a shared world view.

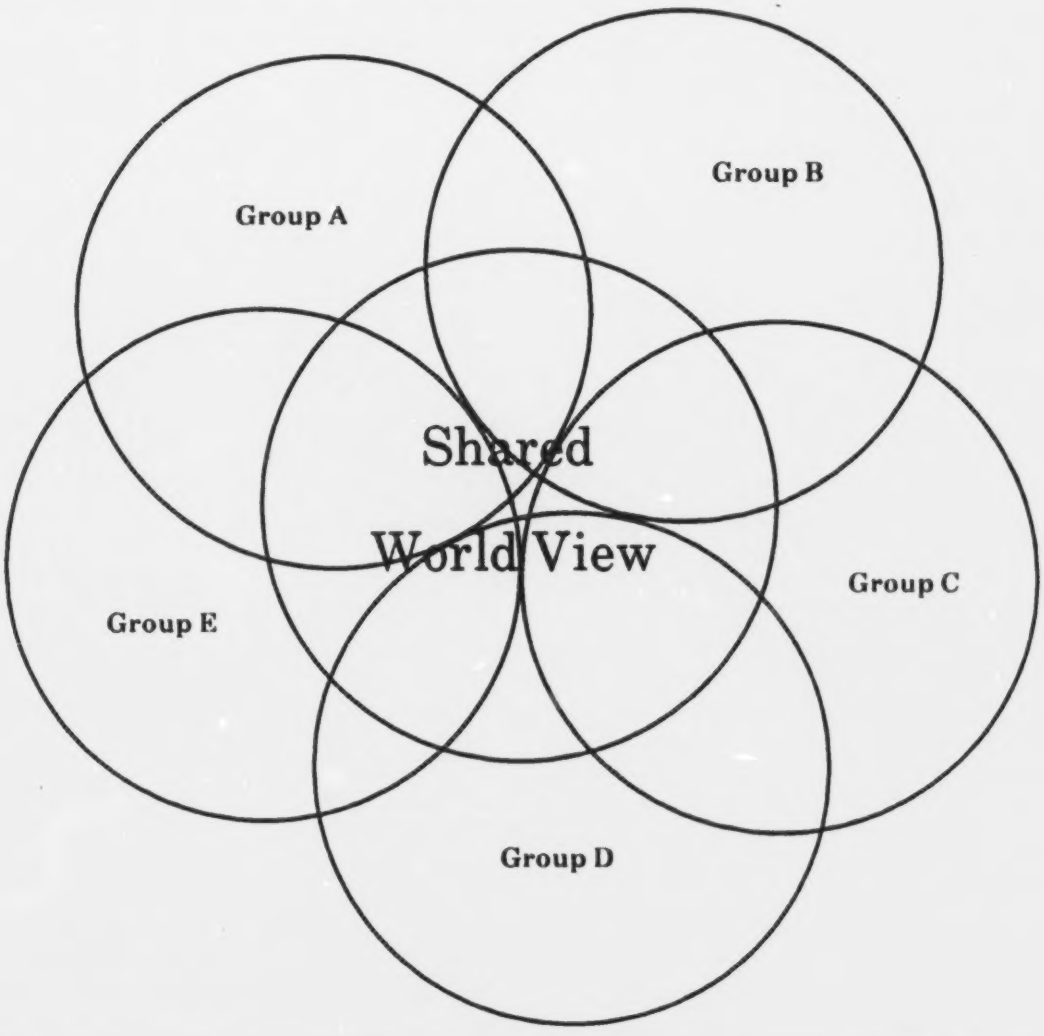
The undergirdings of this shared world view are:

1. Awareness of and appreciation and respect for the values and strengths that all individuals, groups, cultures, and perspectives contribute to this State;
2. A recognition of the need to learn about the cultures that comprise this State in order that Californians can work, live, and participate together in developing a healthy and productive society;
3. A commitment to identify similarities among groups and across issue areas in order to move the State forward on an agreed upon common agenda; and
4. In the words of AB 4071, a concerted effort to gain "a personal familiarity, sensitization, and comfort with" all the cultures in our society.

Education's role in a synergistic society

A new and additional role for California schools, colleges, and universities in this potentially synergistic society must be to educate students about this shared world view. Colleges and universities are in a particularly advantageous position to teach the knowledge and skills implicit in this world view. Because students enrolling in postsecondary institutions -- particularly those who attend college away from home -- most likely have resided in neighborhoods and attended schools that can be characterized as homogeneous in economic, racial, ethnic, and/or linguistic terms, college often provides students with their first opportunities for intellectual and/or social experiences beyond these familiar circumstances. Intellectual experimentation

DISPLAY 2 California's Potential Synergistic Society



can result from many collegiate experiences, including:

- curricular exploration;
- exposure to authority figures from a variety of backgrounds;
- discussions with faculty and classmates; and
- pedagogies that emphasize group learning.

And social experimentation can occur through a variety of means, including:

- the living-learning environment on college campuses;
- extra-curricular activities;
- participation in discipline-based and social organizations; and
- exposure to cultural offerings on campus.

Whether intellectual or social, a primary influence on the nature and extent of intellectual experimentation is the campus climate. If that environment is synergistic in nature, it will play a major role in nurturing and reinforcing learning of a shared

world view. As such, campus climate assessment -- the feasibility of which is the focus of this study - becomes a means by which to gauge the extent to which this shared world view, and thereby the knowledge and skills requisite for the development and maintenance of a synergistic society, are being communicated to students.

Summary

A faculty member at one of the institutions that participated in the first phase of the study best summarized the context in which this study is being conducted:

> To a degree, you have a number of students, White and Black students, that isolate themselves. But one of the things you find is that the same people that you see on this campus today, you're going to meet in the business world tomorrow. One of those might be your supervisor, no matter whether they are Black, White, Asian, or whatever. And the thing to do is to try to get students to begin to think in terms of not loving the other person in the classroom, but to insure there is a respect, there is a sense that you're here, you're on a journey together, and you ought to learn from each other.

Right now I'm dealing with a professor and I'm having a lot of racial problems with him. It's hard to walk into a classroom everyday and know that this man has a grudge against me because of my color. If I raise my hand to respond to a question he asks or to make a comment, he does anything he can to avoid me. When I started sitting in the front, he would just walk beyond me and give me the little eye look. Just recently in class, I asked a simple question about an experiment that we were doing, and he implied that I was stupid for asking the question. From talking to other Black students who have had him in the past, they say that they've had problems and they've confronted him. His comment to me and them is, "Don't take it personally." Well, what am I supposed to do? I don't care how much you don't like me, the main reason I'm in that classroom is to learn.

-- Perception of a student participating in this study

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3 *Design and Implementation of Focus Group Discussions*

> I've had arguments with majority culture students who think this whole thing (affirmative action and special action) is unfair because somebody is getting some special advantage that they don't deserve.
>
> -- Perception of a campus staff member participating in this study

TO ASSIST in the conduct of this study, the Commission formed a technical advisory committee composed of a broad cross-section of individuals appointed by the central offices of the public and independent postsecondary segments in the State and the associations representing students attending the University of California and the California State University. Included on this committee are:

- Central office administrators from the public and independent educational sectors;
- Campus staff who have administrative or student services responsibilities;
- Undergraduate and graduate students; and
- Student association staff members.

A list of committee members appears in Appendix C of this report. This committee continues to provide invaluable assistance on the study.

Design of the focus-group activity

Based upon discussions with the advisory committee, the major activity in the first phase of this study was designing and convening groups of students, faculty, and staff on college campuses throughout the State to discuss issues related to campus climates. The Commission adopted the focus-group methodology because of its potential to:

- Facilitate the preliminary exploration of the elusive concept of campus climate;
- Evoke spontaneous and basically unstructured discussions of perceptions that campus participants have of their environments; and
- Lead to the identification of issue saliency with a minimum amount of prompting of the focus-group participants.

Purpose of the focus groups

Three purposes were to be served by the focus-group discussions:

1. Identify the issues perceived by students, faculty, and staff that affect the nature and quality of campus environments and the collegiate experience;
2. Describe in general terms perceptions of students, faculty, and staff about the climates on today's college campuses; and
3. Provide information that would assist the Commission in implementing the later stages of the study:
   - A description that will be a resource for educating the academic community and general public on the importance of the campus climate to the achievement of statewide educational equity policy goals, as outlined in Assembly Concurrent Resolution 83 (Chacon, 1984),
   - Summaries for participating institutions of focus-group discussions that occurred on their

campuses that can assist them in examining the nature of their collegiate climates, and

- Survey instruments to collect information from students, faculty, and staff on campus climate that could be used by institutions across the State as one component in an educational equity assessment system.

Composition of the focus groups

The design of this aspect of the study consisted of convening five focus groups on each campus. The five groups were:

1. A faculty group comprised of individuals at all academic ranks;
2. A staff group composed of individuals with direct responsibility for serving students; and
3. Three student groups differing by composition of its participants as follows:
   - A group inclusive of the entire student body;
   - A group composed of students from the same racial-ethnic backgrounds; and
   - A group composed of students who were similar in terms of a specific characteristic or selected field of study or degree program.

The reason for organizing student focus-groups in this manner was to provide an opportunity to collect information on each campus in settings differing in terms of the homogeneity or heterogeneity of participants with respect to race, ethnicity, gender, educational goals, and economic circumstances.

All focus groups were designed to involve approximately 12 participants. Display 3 on the opposite page presents an example of the mix of participants with respect to specific characteristics that institutions were requested to seek in forming their focus groups.

Focus-group facilitators

The design of the focus groups included the development of a team of three facilitators who were responsible for conducting all focus-group sessions on a campus. The team consisted of two educational professionals and a student representing a balance in terms of:

- Gender;
- Racial-ethnic background; and
- Educational system representation.

A training session was designed to orient the participants to the goals of this study, their roles and responsibilities as facilitators, the issues that might arise in the discussions, and strategies for conducting the focus groups.

Focus-group topics

Commission staff developed a general focus group protocol, or set of topics to probe, in order to assist the facilitators in focusing the discussions. In the main, those emerged from the review of statewide efforts discussed earlier and expertise from the advisory committee members on relevant issues related to campus climate. This set of discussion probes is presented in Display 4 on pages 16-17.

Implementation of the focus groups

Selection of participating institutions

After consultation with Commission staff, each of the central offices of the public and independent postsecondary sectors invited and received affirmative responses from two of their colleges or universities to participate in the focus-group activity. Consideration in selection included variations in: geographic location, size, surrounding community, discipline emphasis, and student body composition.

The participating institutions were:

California Community Colleges
- Butte College
- Southwestern College

California Independent Institutions
- Occidental College
- University of Southern California

The California State University
- California State University, Northridge
- San Francisco State University

University of California
- University of California, Davis
- University of California, Irvine

DISPLAY 3 Desired Composition of All Focus Groups

Faculty

- All teach undergraduates
- Multi-ethnic mix (including White faculty)
- Gender mix
- Discipline mix
- Variation in amount of time at the campus (Relatively recent hires to long-timers)
- Variation in ranks (tenure/tenure-track/ instructors)
- Departmental administrative responsibility (departmental chairs/non-chairs)

Staff

- Direct service providers
- Multi-ethnic mix (including White staff)
- Gender mix
- Mix of the following units:
  - Admissions/Registration
  - Financial Aid
  - EOP
  - Housing
  - Security
  - Learning Centers
  - Student Health
  - College/Departmental Advisors
  - Student Conduct Officials
  - Librarians
  - Counselors

Students

Multi-Ethnic Group

- Achievement level mix
- Gender mix
- Economic level mix (Financial aid/non-financial aid)
- Admissions status mix
- Extra-curricular involvement mix (campus leaders/non leaders)
- Fraternities/sororities mix

Single Racial-Ethnic and/or Gender Group

- Achievement level mix
- Gender mix
- Economic level mix (Financial aid/non-financial aid)
- Admissions status mix
- Extra-curricular involvement mix (campus leaders/non-leaders)
- Fraternities/sororities mix

Campus-Specific Group

- Married/single
- Economic level mix
- Major field mix
- Racial-ethnic mix

At each campus, a designated staff member served as liaison to the Commission in developing the logistical arrangements for the focus-group meetings, including selecting the dates for the discussions, identifying an appropriate campus location, and establishing procedures for identifying, inviting, and confirming participation of the invitees.

A major consideration for the campuses that agreed to participate in the study was the issue of confidentiality. Commission staff assured the chief executive officers and campus liaison staff that confidentiality at both the institutional and individual level would be protected in several ways:

- If requested, summaries from focus-group discussions held on a campus would be transmitted only to the institutional representative designated by the chief executive officer to receive it;
- Campus summaries would contain information only in an aggregate form and identification of the maker of specific comments would be unattainable from the Commission; and
- The Commission would use the information from the focus-group discussions only in aggregate form in order that neither an institution nor an individual could be identified separately.

These assurances were communicated either by the institution or the Commission to the individuals invited to participate in the focus groups.

Selection of focus-group participants

Each participating institution developed selection, invitation, and confirmation processes that were specifically suited to the campus. Commission staff

DISPLAY 4 Focus-Group Protocols

ISSUE: FACULTY

1. Extent to which the faculty values pluralism and diversity within its own ranks and in the student body, particularly as demonstrated through curriculum, pedagogy, and campus participation.
2. Extent to which the faculty is pluralistic and diverse.
3. Extent and quality of the interaction between faculty and students both inside and outside of the classroom.
4. Extent to which faculty welcomes and supports students at the campus.
5. Expectations of the faculty concerning the academic preparation of students for college and their performance in college.
6. Extent to which students are mentored by faculty to pursue graduate education.
7. Extent to which faculty are comfortable teaching students from pluralistic backgrounds and are able to create environments in which all students feel comfortable.
8. On a continuum from cooperative to competitive, describe the learning environment on campus.

ISSUE: CURRICULUM

1. Extent to which curricula taught on the campus supports values of pluralism and diversity through the incorporation of multi-ethnic examples, discussion of the contribution of individuals from varying backgrounds, and the mainstreaming of ethnic studies across the curriculum, etc.
2. Extent to which faculty are comfortable discussing issues of importance to students from various backgrounds and introduce those topics on their own.
3. Extent to which academic resources on campus support pluralism and diversity -- library offerings, museum displays, etc.

ISSUE: ACADEMIC SUPPORT

1. Extent to which the institution contributes to students' chances for success.
2. Extent to which students are adequately prepared to succeed at the institution.
3. Extent to which basic skills instruction and tutoring for students needing assistance is available and is provided in a manner that encourages students to request such assistance.

ISSUE: STUDENT LIFE

1. Extent to which the institution promotes values of diversity and pluralism, especially through its housing policies, extra-curricular activities, etc, through its student life activities and programs.
2. Extent to which institutional student decision-making opportunities are available and positions represent the pluralism of the institution.
3. Extent to which student discipline is perceived to be meted out in a non-discriminatory fashion.
4. Extent to which student services recognize aspects of cultural uniquenesses in terms of counseling, peer counseling, orientation, etc.

(continued)

DISPLAY 4 (continued)

ISSUE: CAMPUS IMAGE

1. Extent to which the campus includes or excludes students of varying backgrounds and genders. Put another way, does the campus welcome or tolerate certain groups of students?
2. Extent to which students' expectations of the campus are met by the institution.
3. Why do students choose to attend the campus?
4. Extent to which the categorization of students on campus affects the response of the institution to students, i.e., labeling of students as "affirmative action."

ISSUE: CAMPUS LEADERSHIP

1. Extent to which campus leadership promotes the values of diversity and pluralism through its allocation of resources.
2. Extent to which there are institutional incentives for faculty and staff to become involved with students, particularly those from underrepresented backgrounds.
3. Extent to which institutional practices exist that facilitate the progress of students toward graduation. What are those practices?
4. Extent to which institutional practices exist that inhibit progress toward graduation. What are those practices?

ISSUE: COMMUNITY INVOLVEMENT

1. Extent to which the town-gown relationship is positive, particularly with respect to students from historically underrepresented backgrounds.
2. Extent to which community services demonstrate support for diversity and pluralism.
3. Extent to which the institution acts on behalf of students with respect to the surrounding community.
4. Extent to which the institution promotes the involvement of students' families and home community in its activities.

described the desirable mix of participants for each group and encouraged the campus liaisons to approximate that composition.

Each campus assembled three student focus groups, one of which was an inclusive group consisting of students from all races and ethnicities that comprise the student body of the institution. The other two student groups on each campus were selected according to specifications illustrated in Display 5 on page 18. Within each of these groups, the mix of participants reflected the composition presented in Display 3 above.

Selection of focus-group facilitators

Thirty-three educational professionals and currently enrolled students recommended by the advisory committee and Commission staff constituted the pool of focus-group facilitators selected to participate in the orientation and training session. From the initial pool, 24 individuals were chosen to constitute the eight teams of three members each. All teams were composed of men and women of more than one racial-ethnic background and, in most cases, with experience in more than one educational system.

DISPLAY 5 Designation of Campus-Specific Student Focus Groups

Institution	Single Racial-Ethnic and/or Gender Group	Campus-Specific Group
Butte College	White	Greater Avenues for Independence (GAIN) recipients
California State University, Northridge	Native American	Graduate students (other than White) in science-based fields
Occidental College	Black Men	Women (other than White)
San Francisco State University	Black	Women
Southwestern College	Filipino	Immigrant Latino
University of California, Davis	Native American	Women in graduate programs in science and medicine
University of California, Irvine	White	Immigrant Asian
University of Southern California	Latino Women	Graduate/professional school students

Training session

All potential facilitators participated in an one-day orientation/training session conducted by Frances Kendall, a consultant located in Oakland whose expertise is in multicultural issues, intergroup relations, and group dynamics. The curriculum for the session included: a discussion of the study, the research aspects of the project, strategies for conducting focus groups, participatory exercises on issues of multicultural sensitivity, and the opportunity to develop team cohesion.

During the training session, facilitators gained familiarity with the general topics, or probes, that are presented in Display 4. Staff suggested to the facilitators that the list of sub-topics probably could not be covered at all the focus-group meetings. As a consequence of the fact that there would be 40 focus groups convened statewide through this study, each facilitator team was instructed to encourage an in-depth conversation on specific topics of concern on a particular campus or in a group rather than attempt to discuss every topic included in the protocol.

Convening of the focus groups

The focus groups were held on the campuses during the first three weeks of November over a two-day period on each campus. Each focus group lasted approximately two hours, for a total of ten hours of conversation per participating institutions. All focus group discussions were tape-recorded by the facilitators.

In general, the focus-group meetings were well attended and composed of the desired number and mix of participants, a tribute to the support that the Commission received from the campuses, particularly the liaisons. Following the sessions, several participants on each campus expressed their appreciation to the facilitators for the opportunity to discuss the issues and be involved in a study being conducted statewide on this topic.

> The students are very aware of who they can go to and who they can't, and what kind of response they will get and whether or not it is biased or it's a racial, gender, or ethnic response. They're very clear on that. They will come to many of us even to find out what courses to take from whom. In my case, I'm very honest about telling them who to take from and who not to take courses from because of those very reasons.
>
> Perception of a faculty member participating in this study

4 *Findings from the Focus Groups*

> One thing that happens is that if you are a minority staff person or woman on this campus who has demonstrated interests in issues related to women or minorities, you are automatically placed on every committee that comes along. But that's the risk you take -- the occupational hazard that goes along with it. But then what happens is after a while it starts getting back to you that you're spending too much time out of the office, and those things that are taking place out there really have nothing to do with what you're doing on a day-to-day basis. After a while the feedback gets back to you that you need to restrict those kinds of activities.
>
> -- Perception of a staff member participating in this study

NEARLY 500 students, faculty, and staff participated in the focus-group discussions on eight campuses throughout the State. Displays 6 through 12 on pages 20-27 summarize the perceptions from all the focus-group sessions by major topic areas.

While these displays are relatively self-explanatory, much of the richness from the conversations have been obscured through the act of summarization. For this reason and in order to communicate more clearly about this phenomenon, the Commission intends to publish a more descriptive document this fall that it expects will elucidate more richly the nature and importance of campus climate.

General observations from these summaries

The Commission offers three general observations with respect to this information:

1. These summaries represent the perceptions of students, faculty, and staff of the environments in which they participate each day. By virtue of their very nature, perceptions are valid and reflect the personal experiences of the perceiver. A critical issue for institutions, however, is to determine the extent to which:
   - campus participants in general have perceptions that are at variance with those of the institutional leadership;
   - groups of campus participants, particularly as those groups are defined by racial-ethnic or gender similarities, have perceptions that are at variance with the campus community in general; and
   - these perceptions, particularly if they are negative, influence the learning experiences and success of all members of the campus community, especially those individuals who are White women or from Asian, Black, Latino or Native American backgrounds.
2. There is little reason to believe that the perceptions that emerged from discussion with students, faculty, and staff are unique to these eight campuses. Rather, the issues, not necessarily the specifics, raised in these discussions undoubtedly permeate most campus climates in the nation and in California, as evidenced by incidents at the University of Michigan, Stanford, and The Citadel, to name a few of the institutions that have made national headlines in recent years.
3. A high priority of colleges, universities, and the State ought to be the creation of educational environments that welcome, support, and develop the talents of all members of the campus community, especially those who are White women or from Asian, Black, Latino, or Native American backgrounds, be they students, faculty, or staff. Clearly, the information presented in this section evidences much need for progress if California is to become a synergistic society in the future.

DISPLAY 6 Summary of the Perceptions of Focus-Group Participants on Topics Related to Faculty

Topic	Summary of Focus-Group Participants' Perceptions
Extent to which the faculty values pluralism and diversity within its own ranks and in the student body, particularly as demonstrated through curriculum, pedagogy, and campus participation.	Focus groups identified the concern that although the faculty may possess a philosophical commitment to diversity, the actual implementation of measures to promote pluralism and diversity remains in question. Academic freedom requires that faculty take personal initiative to change course content, but several groups felt that perhaps faculty in some disciplines are not even aware that cross-cultural adjustments need to be taken into account. The lack of institutional support for the creation of cross-cultural curriculum was also highlighted by focus groups.
Extent to which faculty is pluralistic and diverse.	Lack of diversity is perceived to burden the few underrepresented faculty on the campus. The problem of retention of ethnic and women faculty is perceived as the critical factor in the campus' inability to diversify faculty ranks.
Extent and quality of the interaction between faculty and students both inside and outside of the classroom.	Focus groups reported that the interaction inside and outside of the classroom may be very different. Even though contact in the classroom may be rated as good overall, contact between the majority of faculty and ethnic students may be strained and irregular, especially outside of the classroom. Focus-group members perceived that any interaction outside of the classroom between faculty and students is a student responsibility. In addition, a need exists for more programs which will foster informal contact between faculty and students.
Extent to which faculty welcomes and supports students at the campus.	Because faculty are more or less independently responsible for their interaction with students outside of the classroom, support for students from faculty tends to vary with relation to ethnic membership and diversity of the faculty, according to focus-group members. Some faculty are perceived as supportive, others seem to be quite patronizing, racist, sexist, and inhibit the academic growth of ethnic students. Specialized programs, such as EOPS. EOP, cultural centers, are reported to make students feel very welcomed and supported.

(continued)

DISPLAY 6 (continued)

Topic	Summary of Focus-Group Participants' Perceptions
Expectations of the faculty concerning the academic preparation of students for college and their performance in college.	Generally, the faculty are perceived to have very negative opinions about how well students are prepared to undertake postsecondary work. According to the focus-group participants, faculty opinions often about student preparedness are perceived as based on stereotypes. For example, the stereotype of Asians being very prepared to undertake advanced science and math may put an Asian student studying literature into an uncomfortable position of defending his or her right not to study science or math.
Extent to which students are mentored by faculty to pursue graduate education.	Campus mentorship programs of one form or another are identified as important supports for students. Outside of the established, formal mentoring that occurs, focus-group members perceived that the mentoring experience is strongly influenced by the student's and faculty person's ethnicity, identification with their ethnic group, and the faculty person's level of sensitivity. This issue relates to the lack of a diverse faculty to be role models and mentors.
Extent to which faculty are comfortable teaching students from pluralistic backgrounds and are able to create environments in which all students feel comfortable.	Some faculty focus group members reported feeling uncomfortable and inadequate, due to their own lack of knowledge, to accommodate the diverse cultural backgrounds of students. Students also recognize these inadequacies, but may perceive them as insensitivity if the faculty makes no effort to become educated. Faculty from underrepresented backgrounds reported that they go out of their way to make students comfortable.
On a continuum from cooperative to competitive, describe the learning environment on the campus.	A variety of perceptions exist about the competitiveness of the campuses. In addition to the competitiveness between students striving for academic success, there was considerable discussion about the scarcity of resources and monies, and the competitiveness within the institution and between faculty. The "survival of the fittest" of researchers has a great impact on the learning environment, according to the focus groups.

DISPLAY 7 *Summary of the Perceptions of Focus-Group Participants on Topics Related to Curriculum*

Topic	Summary of Focus Group Participants' Perceptions
Extent to which curricula taught on the campus support values of pluralism and diversity through the incorporation of multi-ethnic examples, discussion of the contribution of individuals from varying backgrounds and the mainstreaming of the ethnic studies across the curriculum, etc.	The curricula across campus were identified by focus-group members as very lacking in multi-ethnic perspectives. Moreover, the focus-group members pointed out that Ethnic Studies have not completely been integrated or accepted as academic disciplines. Some campuses have attempted to mainstream ethnic studies through a diversification of the "core requirements"; however, implementation is seriously lacking and again the existence of a gap between philosophy and practice was noted.
Extent to which faculty are comfortable discussing issues of importance to students from various backgrounds and introduce those topics on their own.	According to focus-group participants, curricula across campus disciplines is very lacking in multi-ethnic perspectives. Moreover, some faculty report being uncomfortable talking about these issues because they are uneducated about them themselves. Some faculty are perceived as feeling threatened by the need to incorporate new ideas about diversity into the classroom, in part because of a fear of having to re-evaluate ideas, teaching, values, and, for example, examine racist traditions within their own field.
Extent to which academic resources on campus support pluralism and diversity, i.e., library offerings, museum displays, etc.	Limited access to resources and the lack of resources are both major problems, according to focus-group members. Library resources which are difficult to access or non-existent on the campus make it difficult for students to educate themselves or follow up on ethnic issues which might not be thoroughly covered in class. These academic resources are important, but often are described by focus-group members as very weak and inadequate.

DISPLAY 8 *Summary of the Perceptions of Focus-Group Participants on Topics Related to Academic Support*

Topic	Summary of Focus Group Participants' Perceptions
Extent to which the institution contributes to the student's chances for success.	This topic generated discussions of the resources which are necessary for students to succeed, such as financial assistance, tutoring, and advising. Focus-group members perceived that institutional practices may set up barriers for students which inhibit their chances for success. For example, the timing of classes are a problem because students could not get into courses or because they have to work to support themselves. The difficulty of receiving financial aid, a lack of information about available resources, and poor advising from rushed orientations and some insensitive counselors, are also problems identified in the discussions that discourage students and make education more difficult. Financial support of academic endeavors is extremely important to a student's chances for success.
Extent to which students are adequately prepared to succeed at the institution.	As mentioned before, faculty indicated that they see students today as inadequately prepared. Focus-group discussions centered on a need for expanded tutoring, the question of stigmas being attached to remedial classes, and the need for better introductory classes for entering students. Transfer students felt that their former community colleges did not adequately prepare them for transfer.
Extent to which basic skills instruction and tutoring for students needing assistance is available and is provided in a manner that encourages students to request such assistance.	Focus-group members identified the need for greater publicity about available tutoring and resources on campus. However, even without wide publicity, some tutoring and basic skills resource centers are unable to meet all student needs. Tutoring was identified as a major concern on many campuses, according to focus-group members.

DISPLAY 9 *Summary of the Perceptions of Focus-Group Participants on Topics Related to Student Life*

Topic	Summary of Focus Group Participants' Perceptions
Extent to which the institution promotes values of diversity and pluralism, especially through its housing policies, extra-curricular activities, etc., through its student life activities and programs.	Focus-group members identified that diversity may be promoted through the institution verbally; however, a commitment through action is often lacking. For example, it is often left up to students to create and maintain any cultural activities or programs which promote the values of diversity on the campus. The issue of the number of student affairs staff from underrepresented backgrounds in high level positions was perceived as an important issue. Some institutions have multi-cultural theme houses; however, there is a perception that the majority of students on campus feel that the theme groups are segregating themselves. An issue was raised about the importance of institutions providing formal grievance procedures for issues of discrimination or racial incidents.
Extent to which institutional student decision-making opportunities are available and positions represent the pluralism of the institution.	Traditional student government structures exist; however, there is a lack of involvement by underrepresented students on the majority of campuses. Students feel powerless, even when given the opportunity to participate in institutional governance, because the institution doesn't take student opinions seriously, according to focus-group members.
Extent to which student discipline is perceived to be meted out in a non-discriminatory fashion.	Students on campuses that reported having peer review processes were generally more satisfied with the equity of discipline. Other campuses which didn't identify a peer review process seemed to have less of a reputation for fairness to underrepresented students. One factor discussed as potentially significant is the student perception of whether there are administrators or staff people who will work on behalf of the students during disciplinary proceedings.
Extent to which student services recognize aspects of cultural uniquenesses in terms of counseling, peer counseling, orientation, etc.	Focus-group participants perceived that there is a problem of insensitive student service personnel. The greatest complaint was about the "front line" service personnel who are in direct contact with students. Improvement in multi-language vehicles for service delivery at the direct contact level were identified also as in great need. The counseling, peer counseling and orientation programs are reported as varied in their abilities to recognize cultural uniqueness on each of the campuses.

DISPLAY 10 *Summary of the Perceptions of Focus-Group Participants on Topics Related to Campus Image*

Topic	Summary of Focus Group Participants' Perceptions
Extent to which campus includes students of varying background and gender Put another way, does the campus welcome or tolerate certain groups of students?	Language barriers were noted as one obstacle preventing foreign-born students from feeling welcome. Overall, focus-group members perceived that there is an attitude of tolerance rather than genuine welcome for underrepresented students. This attitude of tolerance is reflected, for example, through the way the campus newspapers promote, attack, or ignore racial issues on campus. Certain areas or locations on campus are more welcoming, or uncomfortable than other parts, according to the discussants. In other words, certain parts of campus may exhibit *defacto* segregation.
Extent to which students' expectations of the campus are met by the institution.	Underrepresented students perceive themselves outside of the campus community socially which were contrary to their expectations. Ethnic students feel misled (i.e., by campus recruitment literature) and let down by the institution due to a lack of support for underrepresented students and the misrepresentation of the campus community.
Why do students choose to attend the campus?	Academic reputation, cost, and proximity to home were the primary factors identified as reasons students selected the campus they attend. Outreach and recruitment by the institution were also identified as reasons.
Extent to which the categorization of students affects the response of the institution to students, i.e., labeling of students as "affirmative action."	The "assumed" admission status of a student is perceived to create many obstacles. Underrepresented students at one campus reported feeling demoralized because their assumed admission status impedes the validation and legitimization of their presence on campus. Much misinformation and stereotyping exists about Affirmative Action and EOPS programs, and focus-group members believe that the institutions have not tried to correct the misinformation or educate the campus community about the reasons for programs such as Affirmative Action, Special Action, etc.

DISPLAY 11 *Summary of the Perceptions of Focus-Group Participants on Topics Related to Campus Leadership*

Topic	Summary of Focus Group Participants' Perceptions
Extent to which campus leadership promotes the values of diversity and pluralism through its allocation of resources.	Focus-group members reported that most campus leaders are excellent at providing a verbal commitment to diversity, but the same leadership doesn't succeed in manifesting that commitment by positive changes. In a sense, they felt that there is "lip service" given to diversity. It is often difficult to believe that the leadership has a genuine commitment to diversity when those programs directly promoting diversity are underfunded and neglected when resources are allocated, according to focus-group members.
Extent to which there are institutional incentives for faculty and staff to become involved with students, particularly those from underrepresented backgrounds.	Little or no incentives are perceived to exist for faculty and staff to become involved with students. In fact, some groups reported there are disincentives and often direct discouragement to prevent faculty involvement with students. Women and ethnic professors have difficulty deciding where to spend their time because there is so much pressure on them to teach, engage in research, and serve on committees to validate their positions in the institution.
Extent to which institutional practices exist that facilitate the progress of students toward graduation.	Campus-specific programs and resources, i.e., Residence Life Programs, are perceived as beneficial to students. However, there is a need for greater institutional involvement in the monitoring of student progress toward graduation, and supportive intervention when necessary.
Extent to which institutional practices exist that inhibit progress toward graduation	Lack of institutional response to issues of racism and sexism, lack of financial aid, scheduling conflicts and an abundance of bureaucracy and "red tape" all inhibit student progress to graduation, according to focus-group members.

DISPLAY 12 *Summary of the Perceptions of Focus-Group Participants on Topics Related to Community Involvement*

Topic	Summary of Focus Group Participants' Perceptions
Extent to which the town-gown relationship is positive, particularly with respect to students from historically underrepresented backgrounds.	The town-gown relationship is a major concern on several campuses, according to the discussants. Poor relationships, tension, racial harassment and different levels of campus and town ethnic diversity, make it very difficult for ethnic students and faculty at some campuses. Campus and city police have been implicated in charges of racial harassment at several campuses. One campus did identify itself as having very good relations with the surrounding community.
Extent to which community services demonstrate support for diversity and pluralism.	Support from the community is often not perceived as occurring. A grave lack of culturally diverse services (i.e., restaurants, barbers, etc.) in the community was identified by some campuses.
Extent to which the institution acts on behalf of students with respect to the surrounding community.	Focus-group participants perceived that institutions do not support or act on behalf of students in disputes in the communities in which the campus resides.
Extent to which the institution promotes the involvement of students' families and home community in its activities.	Focus-group participants perceive very limited, if any, interaction between families and the institution. A dichotomy exists between the life of students and their families, and the life of students and the institution. This gap may be more prevalent for underrepresented students who depend upon family and community support, than for other members of the student body. As such, there is a strong need for support from the institution, according to focus-group members.

You know, the first day I walked in I said something to my advisor and he asked me if I'd seen a movie or something. It was some personal interest that he took in me and then I wasn't incredibly frightened to say anything about my personal life to this man.

-- Perception of a student participating in this study

5 *Conclusions from Phase One of the Study and Plans for Phase Two*

My professor and I were going over the questions for my oral exam, and he told me, "My other graduate student and I went fishing together, and we fished as we went over his questions." But with me, we went into a conference room, we closed the door, he put me up at the blackboard and drilled me, which was totally different. It was really negative, and it wasn't relaxed the way it would have been if we had gone out fishing. So there was a big difference there.

-- Perception of a student participating in this study

THROUGH dialogue directly with students, faculty, and staff who are current participants in academic communities, as well as review of studies conducted by institutions throughout the State, the picture described earlier in this report emerged of the climates or environments on California's college and university campuses. That picture needs repainting if California expects to maintain its preeminent place in the world economically and technologically -- the realization of which will require the development of the talents, energies, and resources of all its residents.

Based on the results from this and other studies to date, the Commission offers the following four conclusions:

CONCLUSION 1: The quality of the formal and informal climates at California's postsecondary educational institutions needs to be enhanced in order to achieve statewide educational equity goals.

Among the outcomes that may, in part, be attributable to factors related to the campus climate are:

- Uneven retention and graduation rates at the baccalaureate level among students from different racial-ethnic backgrounds;
- Disparate transfer rates among community college students from different racial-ethnic backgrounds;
- Insufficient numbers of White women and Asian, Black, Latino, and Native American students who enroll in and complete graduate programs;
- Increases in reports of "hate crimes" on campuses committed against individuals on the basis of their racial-ethnic background, sexual orientation, or gender; and
- The documented perceptions of students, faculty, and staff in this study and others that many campus climates are inhospitable, unsupportive, unwelcoming, and, in the extreme, hostile, particularly to Asian, Black, Latino, Native American, and female participants in these collegiate environments.

Campus climates need to change in a manner such that they:

- Enhance admission, transfer, and retention rates;
- Facilitate the graduation at both the baccalaureate and post-baccalaureate levels of students from all backgrounds in sufficient numbers with skills to fulfill the State's future economic and technological needs and workforce demands;
- Are hospitable, welcoming, and supportive for all participants, especially students, faculty, and

staff who are White women or from Asian, Black, Latino, and Native American backgrounds:

- Educate students, faculty, staff, and residents of the surrounding community that the intellectual, social, and political contributions of individuals from all groups that constitute this State's population must be recognized and appreciated; and
- Serve as preparatory grounds for familiarizing, sensitizing, and making students, faculty, and staff comfortable with the skills and knowledge that they need to participate on campus and upon graduation in a synergistic society.

CONCLUSION 2: It is feasible to describe campus climates and identify the factors that participants perceive as contributing to or detracting from their educational achievement.

The principal value of this determination is that it should encourage campuses to develop self-assessment activities that:

- Examine the climate of the institution, with specific attention to the identification of those areas in which perceptions of that environment at a particular point in time vary on the basis of an individual's racial-ethnic background, gender, sexual orientation, or physical limitations.
- Determine the effectiveness of institutional adaptation strategies through the capability provided by assessment mechanisms to measure change on a longitudinal, comprehensive, regularized cycle with respect to its climate. In addition, this information can serve to identify exemplary strategies as models for replication on other campuses.

CONCLUSION 3: Institutional self-assessments of campus climate are ideally suited to be predicated on criterion-referenced measurements.

Criterion-referenced measurement means that assessment is against a designated standard of performance rather than against the performance of others. With respect to this conclusion, the designated standard ought to be that *all* colleges and universities embrace continual institutional change so that there is movement in the direction of creating campus climates that are increasingly welcoming, supportive, and hospitable to all students, faculty, and staff. In measuring movement using this standard, particular emphasis should be directed at decreasing the extent to which variations exist in perceptions of the campus climate among individuals of different racial-ethnic and gender groups.

This type of system would emphasize the measurement of change over time on a campus. This type of assessment strategy could provide information to facilitate campus-wide introspective analyses and self-improvement that:

- Approaches the need for change on the basis of institutional pride and prerogatives;
- Promotes the establishment of realistic benchmarks by which to measure progress;
- Encourages an examination of the climate that is diagnostic in nature, particularly with respect to differences in perceptions among individuals of various groups; and
- Recognizes the uniqueness of the institution and its surrounding communities as an important element in examining campus climate.

CONCLUSION 4: No single methodology provides the richness of information that an institution needs to design and implement adaptations, when appropriate, to bring about desired change in the campus climate.

When focusing on the feasibility of developing institutional self-assessment strategies, issues of complexity arise. Utilization of an array of methodologies, or strategies, is essential if:

- Institutional policy-makers are to enhance the collegiate environment for all participants;
- Various aspects of the climate are to be explored separately or in combination; and

- Sensitive measurements are to be made that are diagnostic in nature.

For example, administration of a survey might be an appropriate means by which to "take the temperature" of a climate. However, to develop a "diagnosis" and prescribe a treatment plan, to use a medical metaphor, might necessitate the establishment of an "exit interview" policy, the initiation of group discussions focused on issues revealed as problematic in the analysis of survey instrument responses, and other information-gathering techniques, as appropriate. Much of the activity in the next phase of this study will be directed at examining strategies available for gathering this information and exploring ways of combining these methodologies into appropriate assessment systems for use by policy-makers to initiate positive change with respect to climates on California college and university campuses.

Unresolved issues

At this point in the study, the Commission has yet to conclude its analyses of two issues raised in Assembly Bill 4071, and that will form the focus of the second phase of this study

The feasibility of developing an assessment "system"

From the first phase of this study, which was definitional in nature, the Commission offers in its second conclusion on the opposite page that climates and factors perceived as contributing to or detracting from educational achievements can be identified and described. Given that conclusion, the issue becomes one of determining the methodologies that may be aggregated to assess climates and the extent to which their aggregation forms a system or -- in the words of Assembly Bill 4071 -- "a program of systematic longitudinal data collection."

The feasibility of collecting comparable information across educational systems and institutions

AB 4071 directed the Commission to examine "the feasibility of developing the above-described program so that data will be comparable between the University of California, the California State University, and the California Community Colleges." Information from such a program may assist the State in developing public policies, incentives, and leverages that could encourage positive movement at systemwide and institutional levels. If determined to be feasible, then the nature and elements comprising a statewide or systemwide assessment system would need to be identified, cost estimates developed, and an implementation plan designed.

As Phase Two of this study begins, it will be important to remember that a balance needs to be struck between the needs, requirements, and responsibilities of the State, its educational systems, and its postsecondary institutions with respect to issues of accountability At a minimum, the educational systems and the State need to monitor institutional self-assessment activities as well as the demonstrated progress of these institutions in creating synergistic campus climates, particularly with respect to narrowing differences in perceptions of those environments among individuals of various genders and racial-ethnic backgrounds. The findings from this phase of this study will influence subsequent Commission recommendations with regard to the feasibility and desirability of an expanded and enhanced role for the systemwide offices and the State in assessing campus climates.

Plans for the second phase of the study

As described in Part One of this report, the study has been divided into two phases. This report completes the descriptive aspect of the project and responds narrowly to the legislative directive concerning the feasibility of describing campus climate.

Because of the importance attributed by the Commission to achievement of statewide educational equity goals and the effect that campus climates have on that achievement, the Commission intends to continue its activities by commencing a second phase of this study. In this phase, the Commission plans to examine the feasibility and methods for designing and implementing an educational equity assessment system, including, but not limited to:

1. Identifying potential elements that could constitute an assessment system through a review of components presently being used nationally and in California. In this regard, the Commission will explore the complexities of developing a system that provides the variety of information needed to pinpont aspects of the environment requiring adjustment and the capacity to measure the effectiveness of institutional strategies designed to change the climate. Further, the Commission anticipates that this review will result in the development of a resource guide for use by institutions intending to engage in self-assessment activities;

2. Developing and field testing of a survey instrument to assess campus climates that institutions can choose to use as one of several elements in an educational equity assessment system;

3. Estimating costs for developing and implementing an educational equity assessment system and, when possible, estimating costs by individual component;

4. Exploring the feasibility of incorporating information on campus climate into data systems of the educational systems and assessment strategies that presently exist;

5. Developing a set of recommendations to the Governor and Legislature on.

   - Strategies by which to encourage and financially support institutions in developing an educational equity assessment system, and

   - Mechanisms for monitoring institutional and systemwide changes in terms of their campus climates.

6. Developing a set of recommendations to the educational systems on issues related to the development of an educational equity assessment system.

That phase of the study is scheduled to be completed in Spring 1991.

I happened to meet up with a professor I immediately had a very positive interaction with. The unfortunate thing was that she was just a visiting lecturer, so I had her for one quarter, and now she's gone. Sure we still have a relationship, but it is distant. She said, "Why don't you go for a doctorate?" I owe her that. She was the one who made me think about it. So here was this one person who planted a little seed, and now she's gone.

-- Perception of a student participating in this study

November, 1987

U.C.S.A.
Issue Prospectus

Differential Treatment

A Prospectus for Legislative Action

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University of California Student Association

The University of California Student Association (UCSA) is an association of student governments representing over 145,000 students on the nine U.C. campuses. Founded in 1971, UCSA represents the interests of students before the Board of Regents, Office of the President, State Legislature, and other state bodies.

UCSA is governed by a Board of Directors consisting of one undergraduate and one graduate student from each campus. The headquarters for the organization, located in Sacramento, is staffed by eight full-time employees. In addition, UCSA maintains offices at each of the nine campuses staffed by students.

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Differential Treatment:
A Prospectus for Legislative Action

November, 1987

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DIFFERENTIAL TREATMENT AT THE UNIVERSITY OF CALIFORNIA:
A Prospectus for Legislative Action

Prepared By:
Kirk Knutsen

Justification

Despite gains in some areas on some campuses, the State of California is still struggling to provide equal educational access to all of California's citizens.

While much attention has been paid at both the state and national levels (as well it should be) to the problem of underpreparedness of minority and low income students at the K-12 level, very little attention has been paid to identifying and focusing energies on those factors contributing to academic success and failure once students are attending institutions of higher education. Much effort has been made to quantitatively track the graduation and attrition rates of these students, but much less has been done to explain *why* some students succeed and why so many more fail. It is no longer sufficient to simply add up the numbers.

Two especially troublesome areas in the effort to provide equal access have been chronically poor retention rates among persons of color and dismal admission rates among women in many graduate programs. In that regard, it is UCSA's belief that the next level of sophistication in evaluating the State's efforts to provide for an equitable educational environment must be the identification and analysis of those factors which contribute to positive and negative educational experiences for affirmative action students. Until evaluative mechanisms are established which serve to explain successes and failures in affirmative action efforts, public policy in this area will be continue to be developed with too little regard for what's actually needed by the students.

Central to the discussion of factors contributing to educational equity for students attending institutions of higher education is the question of "Differential Treatment." Differential treatment is a subtle and usually unintentional behavior pattern directed toward affirmative action students which serves to affirm and reinforce traditional ethnic and/or gender stereotypes. When exhibited as a norm by a predominantly white male institution, differential treatment creates a negative and sometimes destructive educational environment for women and students of color.

Stated simply, differential treatment is pervasive at the University of California, as it is throughout society. Whether its a faculty member exhibiting surprise at his discovery of an outstanding black biophysics student, a women being discouraged from pursuing a PhD. in a difficult discipline, or the hesitancy among a group of graduate students to invite someone into their study group based on gender or ethnicity, differential treatment is a phenomena experienced regularly by a majority of affirmative action students, whether they realize it or not.

One excellent study on this subject was conducted by the student government at U.C. Berkeley in 1984. The study, *Classroom Climate at the University of California, Berkeley From the Perspective of Ethnic Minorities, Women, Gays and Lesbians, and Disabled Students* surveyed 437 UCB students and reached some remarkable results:

> 1. **Level of Class Participation.** The survey indicates that ethnic minorities and women are generally less comfortable about participating in class and feel that they generally participate less than Caucasian and men students respectively.

2. Incorporating Issues of Concern to Minority Groups. Ethnic minorities and women gave some of their most negative responses to the statement that "most instructors make an effort to incorporate into their class issues that are of particular concern to minorities or women or to incorporate minorities' or womens' perspective on the subject."

3. Stereotypes. Ethnic minorities and women students all indicated fairly strongly that stereotyping is a problem in instructors' comments and in textbooks.

4. Equal Consideration for Academic Jobs. Ethnic minorities and women were all relatively unsatisfied that they receive equal consideration for assistantships, research appointments, and collaboration with advisors on research and writing projects.

The words of the Berkeley study makes a persuasive case for continued investigation of the question of differential treatment: "Subtle and/or inadvertent discrimination is often the cause of an uncomfortable classroom climate, and yet it is not very well understood or recognized. It is very likely underestimated in the survey respondents' answers because, not only are instructors not aware of it, but students may not be fully aware of it, either. Any particular instance -- such as a disparaging comment or an oversight which affects only members of a given group -- may by itself seem trivial or may go altogether unnoticed. However, when taken together, these small differences in treatment can have cumulative and lasting ramifications in creating an environment which maintains inequality.

Student awareness may not even be very well developed on less subtle matters. How many students notice whether women participate in class less than men? We are so well socialized to *expect* men to talk more that it does not seem unusual when they do.

How many students are aware enough to catch racial stereotypes or to observe any differences in an instructor's reaction to different students? I was surprised by one woman's comment in reaction to question 41 (about women students receiving as much positive feedback as men in their academic efforts). She "agreed" with the statement, and commented, 'Actually they (women) receive more because good work isn't expected of them. When they do it is a surprise.' She did not recognize that such seemingly 'helpful' feedback implies that women in general are not as competent as men.

The most eloquent statement of my point here is in another woman student's comment on the survey:

> 'Thank you for gathering this information. Finally, in my senior year, I am beginning to see many particular cases of direct and indirect statements which act to degrade me as an individual. What I have heretofore internalized but not 'noticed' now presents itself as a blatant insult. I do not really blame the professors, but a change is certainly in order.'

Proposal

A bill or concurrent resolution should be introduced calling for a comprehensive study of the level and nature of differential treatment patterns among minority and women students in higher education. The study could be conducted intersegmentally, however the likely cost of the research may make it prudent to begin with the University of California, with the intention of extending the scope of ongoing research in the future.

The study should be conducted by the California Postsecondary Education Commission (CPEC).

This bill should also provide that CPEC provide recommendations on providing for a more equitable educational environment, including, but not limited to:

1. Establishing ongoing mechanisms for longitudinally tracking the levels and forms of differential treatment in California postsecondary education. This data could be used in conjunction with existing admissions and retention statistics for evaluating the underlying causes of student attrition, as well as the likely effectiveness of existing and future programs designed to address these issues.

2. Incorporating differential related questions into student evaluations of faculty performance.

3. Establishing campus based or systemwide policies acknowledging the existence of differential treatment and providing a clear commitment on the part of the higher education community that it will not be tolerated.

4. Establishing campus based or systemwide programs designed to raise the awareness and sensitivity of the education community to differential treatment practices.

5. Including information on differential treatment issues in workshops for faculty and advisors, including teaching assistants.

6. Ensuring that all new faculty, staff, administrators and students are informed of institutional commitments to an equitable educational environment.

7. Developing a grievance procedure that can accommodate everyday inequities in classroom and related learning situations (nonactionable discrimination).

The following section outlines the nature of differential treatment as it relates to students of color. The outline is in all cases supported by credible academic research in the field. In many cases methodological approaches that we would strongly recommend be used in the proposed CPEC study were used in the cited research.

A Survey of the Research on Differential Treatment as it Relates to Students of Color

I. Lack of Research on Differential Treatment

A. There has been relatively little research on the "minority student experience."

"There have been remarkably little systematic evidence generated of the minority graduate experience and training. Most, or nearly all the available data of graduate minority education are limited to summary statistics on numbers of admissions and funding to support claims of "success." Settling for inquiries at this level circumvents questions addressing the experiences of students and invite assumptions that a clear and direct relationship exist between certain "input" standards and a desired outcome."[1]

"Little comprehensive data are available that might guide institutions to grasp and understand better the problems that minorities presently encounter on white campuses."[2]

B. Subsequent research has demonstrated widespread dissatisfaction among students of color.

"Recently, self-report surveys of minority college students have shown that many minority students (black, Chicano, and American Indian) possess a feeling of discontent in their relationships with faculty members and with their college experience in general (Blackwell, 1981; Burrell, 1981; Duncan, 1976; Gonzalez, 1982; Green & McNamara, 1976; Morris, 1979)."[3]

"In an unpublished research paper, Burrell, Clements and Trombley point to several concerns identified by blacks:

1. The unwillingness of faculty to accept and appreciate the cultural differences between minority and nonminority students when evaluating performance;
2. The continued paucity of minority faculty that would provide important role models;
3. The lack of a definable black studies program or courses;
4. The continued underrepresentation of minority students;
5. The lack of a community cultural base;
6. The misperception by faculty, students, and administrators of minority wants and needs."[4]

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[1] Duncan, B.L. (1976), "Minority Students." In J. Katz & R.T. Hartnett (Eds.), *Scholars in the Making.*, p. 227. Cambridge, MA: Ballinger.

[2] Burrell, L.F. (1981), "Is there a Future for Black Students on Predominantly White Campuses?" *Integrateducation. p.23.*

[3] Trujillo, Carla M. (1986), "A Comparative Examination of Classroom Interactions Between Professors and Minority and Non-Minority College Students", *American Educational Research Journal*, Vol. 23, No. 4. p.630.

[4] Burrell, *p.23.*

II. Subtle Discrimination (Differential Treatment) Facing Students of Color in Classroom Settings.

A. General Faculty Attitudes

1. Faculty attitudes are very negative regarding increasing black enrollment.

"31.2 percent of the sample of faculty agreed with the statement that "increases in black enrollment reduces academic standards.""(pp)[5]

"40.9 percent of the faculty agreed with the statement that "Pluralism can be divisive and colleges should not support separate educational, cultural, and social activities.""[6]

"43 percent of the faculty agreed with the statement that "Despite our concern over racial injustice, colleges *do not* have a primary responsibility to rectify that situation.""[7]

"When faculty believe that black students should meet the same "standards" as whites this tends to be translated into an unwillingness to alter traditional teaching styles or support institutional changes."[8]

2. Faculty do not understand the needs of graduate students of color.

"Further, faculty and administrators lack understanding and sensitivity to minority needs and demands."[9]

"The administrator and professor, as will become evident, have not taken the time to gain enough understanding of the diverse cultural spectrum of minority graduate students."[10]

3. Ethnicity has a major effect on faculty-student relationships.

"(E)quality has not yet been achieved, and ethnic status greatly determines faculty-student relations and the learning process."[11]

4. Faculty are not supportive of the needs of students of color.

"Faculty tend to believe that it is not compatible for a department to be demanding of students, provide equal treatment for all, and still be supportive of blacks. This was found to be independent of discipline area."[12]

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[5] Mingle, J.R. (1978), "Faculty and Departmental Responses to Increased Black Student Enrollment", *Journal of Higher Education*, Vol. 49, No.3. p. 210.

[6] Ibid.

[7] Ibid.

[8] Ibid., p. 213.

[9] Burrell, p.26.

[10] Duncan, p. 227.

[11] Ibid., p. 227-228.

[12] Mingle, p. 207.

"When faculty were asked to indicate the degree to which minority issues, pressures, or considerations had altered their role as faculty members, nearly seven of ten responded, "very little.""[13]

"The greatest impact was in the time spent counselling students, with 43 percent of the faculty indicating that increased time spent in this activity was related to increased black student enrollment."[14]

5. Students have very negative relationships with faculty.

"In the eye of the graduate minority students, their professors are unfair, indifferent, unaccepting, manipulative, aloof, paternalistic, elitist, pompous, sanctimonious, racist, and insolent. (White and minority students agree to the extent that *both* think that professors are indifferent and aloof.)"[15]

"When asked "What kind of relationship do you have with your professors and what do you think of them as people?" four out of five (graduate) minority students were uncomplimentary in their response. Chicanos, blacks, and native Americans particularly resented being viewed as less than adequate students and in need of remediation."[16]

B. Faculty hold lower expectations of students of color,

1. Studies show that race is a factor in the faculty's academic expectations of students.

"Student race, however, also has been known to provide a basis for these academic expectations (Clifton, 1981; Fernandez, Espinoza, & Dornbusch, 1975; Wong, 1980)."[17]

2. There exists an unfair presumption that students of color are of marginal ability.

"The minority graduate students in general felt it unfair to be put in the position of having to prove themselves before they are accepted, unlike the white student who, they think, are accepted without first having to prove themselves."[18]

"The academic prowess of minorities is frequently lost within the stereotypes which serve to reinforce negativism while placing students at a distinct disadvantage and judging them by a standard that does not reflect their capabilities."[19]

"(T)he findings indicated that professors had significantly lower academic expectations of undergraduate minority students compared to non-minority students."[20]

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[13] Ibid., p.209.

[14] Ibid.

[15] Duncan, p. 233.

[16] Ibid.

[17] Trujillo, p. 630.

[18] Duncan, p. 233.

[19] Burrell, p.26.

[20] Trujillo, p.640.

"(A) substantial minority believed instructors had fewer expectations of them than other students."[21]

C. Studies show discrimination in the availability of Assistantships to students of color.

1. Assistantships are extremely important in the graduate education process.

"This (graduate/professional) training is accomplished most often through mentor relationships with professors; that is, students link up with faculty members through research and teaching assistantships and learn the "tricks of the trade." The professor thus becomes a role model for the student. Moreover, a mentor can smooth out bumps and rough spots on the graduate journey, thus facilitating a student's passage through and eventual graduation from graduate/professional school. Unfortunately, many black students do not have the opportunity to experience such a relationship (Morris, 1979; Blackwell, 1981)."[22]

"Such interfacing, through the establishment of strong personal ties with faculty, is infinitely more important for graduate/professional students than is true for undergraduate students."[23]

2. Studies indicate that access to Assistantships for students of color is severely limited.

"At a time of shrinking budgets, minority students are bypassed for assistantships because it is reasoned that the minority student can get money elsewhere from special funds. What is not understood or ignored is that the education of minority students is adversely affected when they are kept out of the assistantship positions. Nine out of ten minority respondents indicated that they had no experience teaching at the college level compared to less than four out of ten whites."[24]

"Whites are almost twice as likely to depend on teaching and research assistantships as a source of financial support than are blacks (Morris, 1979; Lehner, 1980)."[25]

"Since 45 percent believe their professors sometimes avoid Black student interaction outside the classroom, it is not surprising to note the one-quarter who believe that faculty never involve Black students in their research projects and activities. Over a third feel their professors never offer Black students opportunities to gain experience as teaching assistants or instructors."[26]

"Examination of patterns of financial support reveals that only two percent of the (minority student) sample report teaching or research assistantships as their major source of funding."[27]

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21 Burrell, p.26

22 Hall, M. & Allen, W.R. (1983), "Race Consciousness and Achievement: Two Issues on the Study of Black Graduate/Professional Students", *Integrateducation*. p.57.

23 Ibid., p. 59.

24 Duncan, p. 239.

25 Hall, p. 57.

26 Ibid., p. 59.

27 Ibid.

3. The impact of denying Assistantships to students of color is substantial.

"As a consequence, blacks are denied a valuable source of financial support, practical experience in research and teaching and socio-economic support (Astin, 1982). Underdeveloped rapport with faculty members hurts both in the short run (grades) as well as the long run (job opportunities after graduation). The final result? More black students drop out, either terminating their studies with intermediary degrees (e.g., M.A.'s rather than Ph.D's), or simply leaving with no degree."[28]

"This denial of opportunity to black students on white college campuses, although it may be appropriately called racist, is much more encompassing and subtle than the term racist implies. It is not inherently racist to require, or even demand, quality academic performance. Indeed, it would be racist not to demand it. What is racist is the use of a demand for quality academic performance as a means of excluding black students or ensuring their failure. When, for example, black graduate students have to be funded through sources outside their departments because white graduate departments are unwilling to fund them internally, and when the stipulation for this funding requires them to work outside their department so that contact with their professors which is essential for good grades, is limited, then that is an example of racism and points up the continuing denial of opportunity."[29]

D. Studies indicate differentials in the amount of attention faculty pay to students of color.

1. Mentoring and personal interactions are minimal.

"The students were asked "Has any professor really taken you in hand and helped you become a professional in your field?" While one out of four white students answered "yes," just one out of twenty minority students did so."[30]

"The measures that make up the index of personal interaction showed the most variation. The average faculty member characterized his or her interaction with black students as somewhat less than with other students."[31]

2. A lack of faculty support is related to minority attrition.

"Minority students' responses to the open-ended question "Can you give me an idea why some graduate minority students who started out with your department dropped out?" give some sense of the magnitude of the problem. Little faculty support emotionally or intellectually accounted for 39 percent of the reasons offered."[32]

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28 Ibid.

29 Taylor, Maurice C. (1978), "Academic Performance of Blacks on White Campuses", *Integrateducation*. p. 30.

30 Duncan, p. 233.

31 Mingle, p.209.

32 Duncan, p. 234.

3. Studies indicate differential treatment in the amount of oral communication between faculty and students of color.

"There is further evidence that minority students might indeed be recipients of differential treatment by professors. They report receiving written feedback about as often as whites but *oral* communication significantly less frequently. What would account for this faculty preference? Was the student, quoted earlier, right in saying that the professors do not know how to talk or relate to minorities?"[33]

4. Possible explanation for the lack of communication between faculty and students of color.

"It is possible that the professor is incapable of a face-to-face confrontation or dialogue with minorities because of lack of cross-cultural experiences or benign predispositions."[34]

5. Studies indicate that faculty take less time to answering questions from students of color.

"Hypothesis 2 stated that the amount of time taken by professors to respond to a minority student's question will be less compared to the amount of time taken to respond to a non-minority student's question.

(This study found that) professors took significant more time in responding to non-minority students as compared to minority student for direct answers, $F(1, 13) = 19.07$, $p<.05$; Clarifications, $F(1, 13) = 14.44$, $p<.05$; and Elaborations, $F(1. 13) = 11.50$, $p<.05$."[35]

6. Studies indicate that faculty generally ask less complex questions of students of color.

"Hypothesis 3 stated that general question type directed toward minority students by professors will be less complex than those directed toward non-minorities...

Professors directed more complex (process) questions to non-minority students, $F(1, 13) = 6.66$, $p<.05$.

There were no significant differences, however, in the number of less complex (product) questions directed to minority and non-minority students, $F(1, 13) = 3.73$, $p>.05$."[36]

"The observational findings generally supported a degree of differential interaction with students. Non-minority students were asked significantly more complex questions by professors, were pushed more to better their responses to professors' questions, and received greater amounts of time during the professors' response to their questions than did minority students."[37]

"Many (minority respondents) said they were not called upon enough except when asked to explain race relations, minority conditions and history. When faculty expectations of classroom participation are

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[33] Ibid.

[34] Ibid.

[35] Trujillo, p.635.

[36] Ibid.

[37] Ibid., p.639.

minimal, minority students infrequently will be called upon to respond to important concepts, enlighten other students, or clarify issues, except when the topic is the minority experience."[38]

E. A lack of minority faculty heightens the pressures placed on minority students, as well as the few minority faculty members.

1. Faculty of color are crucial as role models.

"As Willie and McCord point out in their study of blacks on white campuses, trust levels between whites and blacks are slow to develop, implying that the unofficial and official roles of the few minority professionals were crucial to the students' adaptation and success."[39]

2. There is a severe lack of faculty members of color.

"Fifty-seven percent (of minority respondents) reported they had only one or no minority instructors."[40]

"Over 93 percent of both white and minority graduate students report having been taught less than two graduate courses by a minority professor. Nearly 70 percent report "never" having had a graduate course taught by a minority professor."[41]

F. Students of color report many problems in academic advising.

"Less than one-half (46 percent) (of the minority respondents) reported that their advisors took a personal interest in them, while 22 percent indicated they didn't know their advisor."[42]

"Fifty percent or less (of the minority respondents) reported feeling comfortable in approaching advisors to write letters of recommendation (54 percent); to providing personal counselling (46 percent); or to help with decision making (46 percent)."[43]

"Only 14 percent (of the minority respondents) reported that their instructors were willing to talk with them about academic concerns. Generally speaking, students' perceptions of relationships with instructors were not positive."[44]

"Resources generally thought of a student support services were used seldomly when help with either academic, personal, or financial problems was needed."[45]

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[38] Burrell, p.26.

[39] Ibid.

[40] Ibid., p. 25.

[41] Duncan, p. 236.

[42] Burrell, p. 25.

[43] Ibid.

[44] Ibid.

[45] Ibid., p. 26.

1. Currently, students of color turn away from the faculty for their counselling needs.

"Combining response possibilities, two-thirds or more identified other minorities as resources they consulted for help with academic, financial or personal problems."[46]

2. Student dependence on the few available minority faculty places unreasonable burdens on existing minority professionals.

"Role overload, created by the unreasonable, yet understandable, demands placed on the few minority professionals, makes it even more difficult for them to pursue their own professional development. Peterson *et al.* concur: "Their minority professional roles were often unclear and the performance expected of them in the regular academic setting was additionally confused by the unofficial and unspecified set of expectations placed upon them." [p. 226].[47]

G. The faculty, not the students, are responsible for the differential interaction patterns.

"As indicated, no significant differences were found between minority and non-minority students in the number of student-initiated contacts and student responses to undirected questions. The lack of significant differences in student participation rates partially rules out the the possibility that students were responsible for the differences in the professors' interactions with them."[48]

"Professors indicated that they possessed lower academic expectations of minority undergraduates, stated that they treated high-expectation students differently from everybody else, showed no difference in how they said they treated low-expectation and minority student, and finally, interacted differentially in a number of ways with minority students while the students showed no difference in classroom participation."[49]

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[46] Ibid.

[47] Ibid.

[48] Trujillo, p.640.

[49] Ibid., p.641.

III. Subtle Discrimination (Differential Treatment) Facing Students of Color in Informal Settings.

A. Studies indicate differentials in graduate students of color socializing within their faculty.

"As with their departmental fellow students, minority students spend less time than whites with their professors. In answer to the question of how much time they spend in social and recreational activities with professors, one in fifty (minorities) report, "very often" or "often" while one in sixteen whites say so." And while close to two-fifths of white students "occasionally" socialize with professors, less than one-eighth of minorities do."[50]

"Unlike black women, Black men do not suffer the double stigma of societal taboos on cross-race *and* cross-sex fraternization; thus their efforts to affiliate with predominantly-white, male faculties are more successful."[51]

B. Studies indicate friendship differentials with departments.

"When asked how many close friends they have among other graduate students in the department, 44 percent of the minority students reported "none" compared to 11 percent of the whites."[52]

"(M)inority students commented that their minority peers are so busy working that they seldom see each other, or that white students and faculty engage in a kind of divisiveness that pits them against each other for social and academic favors."[53]

"It could be that the academic environment engenders a threat to survival and an acute competitiveness that obviates the potential for close relationships of any kind. Minority students viewed their relationships as "mostly competitive" or somewhat competitive" twice as often as white students (78 percent versus 38 percent)..."[54]

"The competitive climate as perceived by minority graduate students is further revealed in their assertion that "most white students tend to cluster together and block the minority student's progress."[55]

C. Ethnic differentials exist in intradepartmental socializing.

"Nearly 65 percent of the minority students report "rarely or never" socializing with other graduate students in their department compared to a relatively small (15 percent) percentage of whites."[56]

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50 Duncan, p. 234-235.

51 Hall, p. 59.

52 Duncan, p. 231.

53 Ibid.

54 Ibid.

55 Ibid., p. 232.

56 Ibid., p. 229.

D. Social differentials harm the educational process.

1. Social contact is important for self-confidence and informal feedback.

"These results...suggest a generalized insularity that generates interpersonal stress by denying satisfaction of social needs and normal social processes.[57]

"Such contact is important for all students, if only to provide reassurance or dispel doubts."[58]

"(R)elatively limited professorial feedback (over half of both [minority and white] samples report "little or "almost none") suggests that peers could serve as surrogate teachers providing feedback that would bolster morale and confidence."[59]

2. Lack of a supportive social environment may be related to high attrition.

"Evidence of high attrition among minorities during the first year (Duncan, 1976) may be in part attributed to the inability of the white departmental community, particularly peers, to form a support network that provided for integration."[60]

D. Differential social interaction cuts students of color off from important learning opportunities.

"The minority student is further disadvantaged by being shut off from other informal learning opportunities, such as small study groups, which are an aid for in-class discussions and preparation for examinations. One minority student described the typical seminar setting as "one in which you have the script, the assignment, but feel less prepared and out of step with the action because you missed several rehearsals.""[61]

E. Students of color feel "on the fringes" in their departments.

"Three out of five minority students answered that they were "indeed on the fringes and do not fit well" in their departments. In their further comments, they described situations of indifference, coldness, hostility, and even contempt."[62]

"It appears as though graduate minority students are not integrated into any aspect of campus life, least of all their department."[63]

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[57] Ibid.

[58] Ibid., p. 231.

[59] Ibid., p. 230.

[60] Ibid., p. 231.

[61] Ibid., p. 230.

[62] Ibid., p. 231.

[63] Ibid., p. 232.

IV. Student Perceptions of Differential Treatment

A. Discrimination is a substantial problem for students of color.

""(Minority) Students generally were alienated from the faculty and did not seek faculty out for help with their academic concerns. Few felt their instructors were willing to talk to them."[64]

"From the evidence, prejudice toward minorities is keenly felt by the Third World people. Even if one were to argue that minority students have a differential threshold for labeling a behavior as prejudiced or discriminatory, these data indicate a degree of felt discrimination that merits much more attention than it has received."[65]

(S)ome minority students indicated that they do not feel that they are treated equally by professors and do not receive oral feedback as often as non-minorities (Duncan). Others felt that professors did not inspire them to do better work (Duncan) and avoided interaction with them (Burrell; Hall & Allen, 1983)."[66]

B. Students of color perceive unequal treatment from faculty.

"In this regard, low academic performance among black students in white colleges may be in part a function of their perception that they will be unrewarded by white professors for their academic efforts, regardless of how hard they try."[67]

"The minority student does not feel that he is treated in an egalitarian fashion by professors. One-half of the minority students felt that they "rarely" or "never" were treated as an equal compared to one-fourth of the white students."[68]

"Only about one of nine minority students felt their professors have "very often" or "often" inspired them to do better work," while four of nine white students report such inspiration."[69]

"The preceding data on professor-minority student interaction suggest that the minority student is missing an important part of the socialization process that facilitates professional training. The isolation can interfere with the acquisition of skills, dispositions, and values that contribute to the ability to learn one's professional role. *The professor must take a more active role in the process by taking the initiative and encouraging minority students."* (Emphasis added)[70]

C. Minority/White students perceptions of discrimination.

"Black and white students, alike, perceived that students of the opposite race received the greatest proportion of financial aid, although this perception is stronger for Black students than for white students

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[64] Burrell, p. 26.

[65] Duncan, p. 238.

[66] Trujillo, p. 630.

[67] Taylor, p. 28.

[68] Duncan, p. 235.

[69] Ibid.

[70] Ibid.

(67.4 percent and 57.1 percent respectively). The results are statistically significant, and the strength of the association is moderate."[71]

"The data indicate that 67.4 percent of Black students as compared to 8.3 percent of white students said that the faculty shows favoritism toward students on the basis of race and/or ethnicity...It should be noted that the relationship is both statistically significant and strong."[72]

"An even more revealing question asked of those indicating faculty favoritism was, "Which group is least favored?" The table shows that Blacks as a group are perceived by both Black and white students as being the least favored by faculty, although the numbers are quite small."[73]

"(I)t is concluded that white students perceived the life chances for students at the university to be more favorable than did Black students."[74]

"(A)n overwhelming majority of both Black and white students indicated they favored (Black studies) (97.8 percent and 93.1 percent, respectively). These data allow us to accept the null hypothesis that there are no differences in the verbal support given by Black and white students for Black studies."[75]

"The data reveals that an overwhelming proportion of Black students desire more Black faculty (93.5 percent) as compared to 54.2 percent of the white students."[76]

"Blacks tended to disagree (84.8 percent) more than white students (30 percent) about the adequacy of the number of Black administrators."[77]

"When asking the respondents about the adequacy of the number of (Black) counselors, we found that a greater proportion of Black students than white students disagreed that the number of counselors was adequate (89.1 percent and 33.3 percent, respectively)."[78]

"Four out of five white students responded that discrimination "rarely or never" takes place, while only one of seven minority student agreed that there is so little discrimination."[79]

"Two of five minority students who were in a position to observe felt that ethnic prejudice was shown by other students "often" while fewer than 3 percent of white students reported such frequency."[80]

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71 Rutledge, Essie Manuel. (1983), "Students' Perceptions of Racism in Higher Education", *Integrateducation*. p. 107.

72 Ibid.

73 Ibid.

74 Ibid., p. 108.

75 Ibid., p. 109.

76 Ibid.

77 Ibid.

78 Ibid., p. 110.

79 Duncan, p. 238.

80 Ibid.

"(F)aculty were seen by about two-thirds of minority students to be "often" prejudiced toward ethnic minorities students, while only 4 percent of white student saw that much prejudice."[81]

"About one out of seven minority students and about four out of five white students saw prejudice "rarely or never" directed at minority students by faculty."[82]

CONTROL QUESTION (for Duncan (1976)):

"In stark contrast, there were no significant differences between white and minority students in how often they observed prejudice toward white students by other students and faculty."[83]

"The minority students also reported more prejudice directed toward themselves individually by other students (two of five "often," two of three "occasionally") than whites (less than 1 percent "often," one of nine "occasionally"). They also reported more prejudice by professors (two of three "often" or "occasionally") than whites (one of six "often" or "occasionally")."[84]

D. Minority student perceptions on quitting graduate school.

"Thirty-eight percent of the minority students considered quitting "daily" or a "couple of times a week" compared to 13 percent of the the whites. There were similar responses to the question about thoughts of not continuing in their field."[85]

"Lack of encouragement from professors and financial pressures predominated among minority students' reasons for considering quitting."[86]

"General uncertainty about future and goals and feeling a lack of progress provided the white students' central reasons for contemplating leaving."[87]

E. Minority student perceptions on the need for change.

"While only one in nine white students checked "revamp the whole thing" in response to how much change they desired in their department's way of *treating* them, one of every two minorities endorsed this extreme position. The *training* of graduate students should also be completely revamped said one in three minority students compared to just one in eight white students."[88]

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81 Ibid.

82 Ibid.

83 Ibid.

84 Ibid.

85 Ibid., p. 237.

86 Ibid.

87 Ibid.

88 Ibid., p. 236.

V. Conclusions of Major Studies

A. Conclusion of the Duncan Study

"Our data should compel university faculty and administrators to reevaluate the past and reorder present priorities. A long and painful look at graduate minority education cannot be avoided."[89]

B. Conclusion of the Trujillo Study.

"Even with the limitations of the study taken into consideration, the results of this investigation support the existence of differential treatment of minority students by professional educators. This bias exists in both attitudinal and behavioral evidence. The issue most affected by this is quality of education. If minority students are the recipients of lower expectations and differential interaction, then previous research (e.g. Brophy, 1983; Brophy & Good, 1970b; Cooper, 1979) need to be examined only briefly to understand the implications of such findings."[90]

C. Conclusions of the Mingle Study.

"The climate of support (of black students) in the department does appear to influence individual faculty in the classroom. Given the private nature of faculty work and the minimum amount of peer observation that takes place, even the modest influence demonstrated seems significant."[91]

D. Johnson Study Recommendations

"Johnson suggested inservice training to familiarize faculty with needs, aspirations and abilities of black students."[92]

E. Conclusion of the Burrell Study

"This study has revealed that major academic, social and environmental barriers continue to face minority student on predominantly white campuses...
...One can infer that minorities feel that faculty and non-minority administrators lack the sensitivity and competence to relate to their specific concerns and problems."[93]

F. Burrell study recommendations regarding advising and faculty interaction.

"The transition from high school to a predominantly white college culture brings forth different anxieties for minorities than whites. These anxieties can be combated, in part, through a program of admissions and academic advising that is sensitive to cultural, social and educational differences as well as to the barriers that minorities encounter on predominantly white campuses. These barriers, suggests a recent study by Dawkins and Dawkins, can be overcome by altering the campus environment so as to maximize the success of black students."[94]

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89 Ibid., p. 240-241.

90 Trujillo, p.641.

91 Mingle, p. 214.

92 Burrell, p.25.

93 Ibid., p.26.

94 Ibid.

"Some faculty already possess the sensitivity required to help minorities adjust to and benefit from their educational experiences on predominantly white campuses. Others will have to acquire that sensitivity. This is also true for staff who interact with the students in various capacities including student personnel services, affirmative action offices, academic affairs, and athletics.[95]

"White faculty need opportunities to improve their interpersonal relationships, both in and out of the classroom, with minority students, faculty and staff. Communication workshops, designed to facilitate dialogues between cultural groups on issues affecting their interpersonal and professional relationships, can foster a growing climate and mutual trust and respect. Related desired outcomes will be greater acceptance and appreciation of the differences between minority and non-minority cultures, lifestyles, and customs."[96]

G. Conclusions of the Rutledge Study

"Our data suggest areas in which racism occurs. Therefore, the institutions that are committed to wiping out racism should analyze the following very closely: number of Black personnel; number of Black students; curriculum relative to Black history, contributions and culture; and the attitudes, but more importantly the practices and behavior of professors and administrators."[97]

"Since this study is only exploratory, we are not in a position to make firm conclusions about racism in higher education. Notwithstanding this reality, the statistically significant levels and the statistical associations obtained in the data analysis lead to relatively high levels of confidence in the findings. Therefore, several theoretical propositions are formulated on the basis of the study. They are as follows:

1. Perceptions of racism vary by race, with Blacks' perceptions being more intense than white perceptions.
2. Whites are more likely to be noncommittal in their perceptions of racism than are blacks.
3. Racism is likely to exist to some degree in all educational institutions in the areas of student admissions, personnel practices, and curriculum.
4. Perceptions of racism are more likely to conform to racist practices and behavior than to written policies.
5. Race is likely to continue to be the most critical factor in determining the life chances of Black people in institutions of higher education."[98]

H. Recommendations of the Scott Study

"This study indicates that teachers could benefit from training techniques designed to minimize the extent to which value preferences affect teacher-learner interaction and the learning process. Techniques for coping with students exhibiting the personality characteristics discussed above is an important area to be addressed in future research."[99]

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95 Ibid.

96 Ibid.

97 Rutledge, p. 111.

98 Ibid.

99 Scott, Marvin B. & Ntegeye, M.G. (1980), "Acceptance of Minority Students Personality Characteristics by Black and White Teachers, *Integrateducation*. p. 112.

I. Conclusions of the Scott Study.

"In all cases, black teachers were more receptive to personality characteristics of minority learners than their white counterparts. The following conclusions seem warranted:
1. In general, both black and white teachers manifest an acceptance of disadvantaged learners, but black teachers appear to be more accepting.
2. Knowledge of and experience with various types of students, typical to those to be found in actual classrooms, should be provided prospective teachers."[100]

VI. Methodologies of Major Studies

A. Methodology of the Duncan Study.

"A random sample of 550 students were selected from the total minority graduate student population of 1,490 at the University of California, Berkeley...Eighty-eight percent of the sample responded."[101]

B. Methodology of the Trujillo Study.

"The hypothesis generated for the interaction sequences were as follows:
1. Professors' verbal responses to the questions of minority students will be less complex than those responses to non-minority students."
2. The amount of time taken by professors to respond to minority students' questions will be less than the time taken to respond to non-minority students' questions.
3. General question type directed toward minority students by professors will be less complex than to non-minorities.
4. The type of sustaining feedback given by professors to minority students' responses to the professors' questions will incorporate less repeating, rephrasing, and cluing than they will for non-minority students."[102]

"The categories used in the tally of the question-answer sequences were obtained from the Brophy/Good Teacher-Child Dyadic Interaction Coding Scheme (1970a) and were modified for collegiate use."[103]

"Additionally, a questionnaire was designed to assess the academic expectations professors have for minority students, and to examine the type of interaction the instructors report having with minority students."[104]

"Sixteen professors from a large Midwestern campus were selected from various disciplines. Classes had to be small (30 or less) to insure groups interaction (Rice, 1965), and had to contain at least two Black American students...155 classes were examined as potential subject classes with 23 classes from various departments meeting experimental requirements...(T)he sample of professors was restricted to white males. Equal numbers of graduate and undergraduate classes were obtained."[105]

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100 Ibid.

101 Duncan, p. 227.

102 Trujillo, p. 631.

103 Ibid.

104 Ibid.

105 Ibid., p.632.

"Every interaction (in a question-answer situation) between the instructor and the individual student was coded...Scoring was done by taking the number of time an observed behavior occurred for each type of student, and dividing it by the number of minority or non-minority students in the class. This created a ratio for each professor for each observed class that was then incorporated into a repeated measures analysis."[106]

"The coding scheme was checked for content consistency, comprehensiveness, and format accuracy prior to data acquisition with classes that were not part of the study."[107]

"The two observers were graduate students who were kept blind to the hypothesis. The observers were trained using written transcripts of classroom interactions audiotaped from the previous semester, audiotapes of classroom interaction, and actual classroom observation where the author and the observers were both present.

Percentage agreement on classroom observations were used to gauge reliability. Interrater agreement was based on three 50-minute training observations on three separate days. An interrater agreement of .85 was reached before coding of subject classes began. Consistency checks were done for each observer three times during the course of the semester to avoid "coder drift." Interrate agreement was again measured after all observations had been conducted and an agreement of .95 was determined."[108]

C. Methodology of the Mingle Study

"The study of white institutions' response to the entry of black students was conducted in two stages. In the first stage, begun in the fall of 1974, each of the institutions selected was visited by a team of researchers who conducted interviews with administrators, faculty, and students...

In the spring of 1975, the second stage began. Based on the dimensions and issues identified during the first stage, questionnaires were developed...(A)ll full-time arts and science faculty in four midwestern universities were surveyed. Three of the four institutions were of moderate size (with average quality student bodies); one was a large comprehensive doctoral granting university with student quality well above the national average. One was a private Catholic university located in a predominantly black city. Only the large comprehensive university was located away from a major metrop[olitan area."[109]

"A total of 363 faculty in these nine disciplines completed the questionnaire (54.4 percent response rate). The faculty respondents were overwhelmingly male (91 percent) and tenured (64 percent). Ninety-two percent had the doctorate. Their average age was 38.5. In addition to faculty, each of the 36 department chairmen was interviewed concerning the response and impact of black student enrollment in their departments."[110]

D. Methodology of the Burrell Study

"A survey instrument was developed from an original pool of 60 items which was refined to 35 items. Survey were distributed to 15 percent or more of the minority students on each campus...

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[106] Ibid., pp. 633-634.

[107] Ibid., p. 633.

[108] Ibid.

[109] Mingle, pp. 202-203.

[110] Ibid., p. 203.

Seven colleges and universities agree to participate. One campus withdrew after reviewing the survey instruments since administrators feared the school's continued participation would exacerbate existing racial tensions and conflicts between blacks and whites."[111]

"Five campuses completed the project, providing usable data from 338 undergraduate minority students. The rate of return ranged from a low of 17 percent to a high of 80 percent."[112]

E. Methodology of the Rutledge Study

"This is an exploratory study based on a sample of 106 Black and white students attending a small midwestern undergraduate university. The student population at the time of the study was about 3500. Of this population, over 300 were Black.

"The sample was drawn from a selected population of the student body. As a consequence of our inability to secure a listing of students by race, a class in Institutional Racism secured two lists of students, one of Black and one of whites, who said they were willing to participate in the research project...A random stratified sample was drawn from these lists. It is not necessarily representative of the total student population at the university, but it is representative of the selected population from which it was drawn...

"This analysis is based on indirect and direct measures of racism. The former is measured by differences between Black and white student perceptions of life choices in a university. The latter is based on a direct question regarding the existence of racism. Chi-square and gamma statistics were applied in testing the relationships between race and and measures of racism."[113]

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111 Burrell, p. 24.

112 Ibid.

113 Rutledge, pp. 106-107.

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Appendix B

Assembly Bill No. 4071

CHAPTER 690

An act to add Article 3 (commencing with Section 66915) to Chapter 11 of Part 40 of the Education Code, relating to education, and making an appropriation therefor.

[Approved by Governor August 28, 1988. Filed with Secretary of State August 29, 1988.]

LEGISLATIVE COUNSEL'S DIGEST

AB 4071, Vasconcellos. Postsecondary education.

Under existing law, the California Postsecondary Education Commission is vested with various duties and responsibilities regarding higher education.

This bill would require the commission to develop an assessment of the feasibility and present possible options for identifying and addressing educational equity at the University of California, California State University, and the California Community Colleges. The bill would define "educational equity" and "multicultural success" for purposes of the bill.

This bill would require that the California Postsecondary Education Commission report to the Governor and the Legislature on or before January 1, 1990, detailing the results of this study and recommendations for implementation of state policy to achieve the intent of this bill.

This bill would appropriate $50,000 to the California Postsecondary Education Commission for the purposes of the bill.

Appropriation: yes.

The people of the State of California do enact as follows:

SECTION 1. Article 3 (commencing with Section 66915) is added to Chapter 11 of Part 40 of the Education Code, to read:

Article 3. Higher Education Equity Assessment Act of 1988

66915. As used in this article:

(a) "Educational equity" means the development and maintenance of institutional policies, programs, practices, attitudes, and expectations, that are conducive to, and serve to encourage, the achievement of appropriate educational goals by all students at the institution, in particular women and students from minority groups traditionally underrepresented in higher education.

(b) "Multicultural success" means the development, within each student attending public higher educational institutions, of various demensions and capacities that are essential for living, working, and

contributing successfully in a multiracial and multicultural society, including a personal familiarity, sensitization, and comfort with other cultures.

66916. The Legislature finds and declares all of the following:

(a) The State of California has and operates the premier system of public higher education in the entire world.

(b) By the year 2002, the State of California will become the first state in the continental United States with no racial majority, wherein Latinos will constitute 33 percent, Asians 12 percent, Blacks 9 percent, and Anglos 46 percent of our total population.

(c) The State of California, therefore, has the opportunity and the challenge to create the world's first truly healthy multicultural state and society.

(d) Given the growing multicultural diversity of postsecondary educational institutions, the State of California has a fundamental interest in demanding institutional accountability on questions of educational equity.

(e) Future success in adapting to the growing diversity of the state's population will depend, in part, on the development of multiple measures of the level of educational equity and the degree of multicultural success being provided in California's postsecondary educational institutions.

(f) A primary goal of every educational institution should be to ensure an equitable educational environment for each student, regardless of gender or race.

(g) A primary measure of the effectiveness of a postsecondary education institution should be its success in providing an equitable educational environment for its students.

(h) Institutions of higher education currently have few if any systematic measures for evaluating the extent to which an equitable educational environment is being provided for students generally.

(i) Most existing measures of equity in higher education focus on numerical data, such as application, admission, and graduation rates. These measures provide a quantitative indication of what is happening to underrepresented students who aspire to postsecondary degrees, but provide almost no information on the reasons why some students achieve their educational objectives and others do not.

(j) The purposes of this article are to do the following:

(1) Determine and assess the obstacles, practices, programs, and attitudes, both personal and institutional, which serve to deter women and minority students from traditionally underrepresented groups from fully realizing their educational potential during their tenure at postsecondary educational institutions.

(2) Develop standard qualitative techniques for assessing educational equity, such as student and faculty surveys on questions of differential treatment and educational equity, as well as exit interviews with students leaving school before degree completion.

These techniques can provide important information explaining the causes of changes in student performance as measured through application, admission, and graduation rates. This information also can be utilized for purposes of intercampus and intersegmental comparisons of the perceived levels of educational equity being provided for students.

66917. The California Postsecondary Education Commission, after consulting with students, faculty, staff, and administrators from, and members of the governing boards of, the University of California, the California State University, and the California Community Colleges, shall develop an assessment of the feasibility and present possible options for all of the following:

(a) A program of systematic longitudinal data collection utilizing information obtained through surveys of students and faculty, focusing on the relative significance of various factors that contribute or detract from an equitable and high quality educational experience, particularly by women and students from historically underrepresented groups. Of special importance are factors influencing the perceived level of equity being provided in students' educational experiences. This data collection program may specifically examine, but need not be limited to, the following factors:

(1) The quantity and quality of student-faculty classroom interaction.

(2) The quantity and quality of student-faculty contact in academic advising.

(3) The nature of student-faculty academic interaction.

(4) The quantity and quality of academic and social interactions between students.

(5) The quantity and quality of advising provided to community college students who aspire to transfer into four-year institutions.

(6) The level and source of faculty support provided to students in graduate and professional programs.

(7) The level of departmental support provided to students in graduate and professional programs.

(8) The extent to which educational expenses, including the level of student loan indebtedness, have influenced students' academic and professional career choices.

(b) A program of longitudinal data collection utilizing information obtained through exit interviews with students leaving school prior to degree completion. These interviews may focus on assessing the relative significance of the various factors contributing to the decision to leave school, as well as other factors relating to the quality and equity of students' educational experiences.

(c) A program to link data obtained through the above-described programs with existing numerical data including, but not limited to, applicant, admissions, and retention statistics for the purpose of identifying and evaluating all of the following:

(1) The underlying causes of student attrition.

(2) Changes in student performance as measured through applicant, admission, and graduation rates.

(3) Intercampus and intersegmental comparisons of the perceived levels of educational quality and equity being provided for students.

(4) The likely effectiveness of existing and proposed affirmative action programs, equal opportunity programs, women's reentry programs, special admissions support, and outreach programs.

(5) Institutional policies and practices designed to address primary student concerns and to ensure an equitable educational environment at these institutions.

(d) An examination of the feasibility of developing the above-described programs so that data will be comparable between the University of California, the California State University, and the California Community Colleges.

(e) An estimate of the resources each segment would need to implement the proposed data collection mechanism.

66918. The California Postsecondary Education Commission shall submit a report to the Governor and Legislature on or before January 1, 1990, detailing the results of this study and recommendations for implementation of state policy to achieve the intent of this article.

66919. The sum of fifty thousand dollars ($50,000) is hereby appropriated from the General Fund to the California Postsecondary Education Commission for the purposes of the funding of Article 3 (commencing with Section 66913) of Chapter 11 of Part 40 of the Education Code.

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Appendix C

Educational Equity Assessment System Advisory Committee

University of California

Delores Austin, Director
Center for Academic Skills and Enrichment
University of California, Santa Barbara

Julie Gordon
Undergraduate Education Issues Coordinator
University of California, Berkeley

Patricia Romero, Acting Coordinator
Student Affairs and Services
Office of the President
University of California, Berkeley

Michele Woods-Jones
Ombudsperson for Staff
Assistant to the Vice-Chancellor for
Business and Administrative Services
University of California, Berkeley

The California State University

Charles Carter, Program Coordinator
Student Activities Office
California State University, Chico

June Cooper, Vice President
Faculty and Staff Relations
California State University, Long Beach

Angel Sanchez, Associate Director
Analytical Studies
Chancellor's Office
California State University, Long Beach

California Community Colleges

Rita Cepeda, Dean
Academic Evaluation and Standards

William Hamre, Associate Vice Chancellor
Management Information Systems
Chancellor's Office

Cindra Smith, Associate Executive Director
California Association of Community Colleges

Students

Sonya Dugas
Undergraduate Student

Lloyd Monserratt
Undergraduate Student

Jacqueline Ross
Undergraduate Student

Liz Quesada
Undergraduate Student

Don Stelluto
Graduate Student

Association of Independent California Colleges and Universities

William Moore, President
Association of Independent California Colleges
and Universities

Juan C. Yniguez
Assistant Dean for Residential Education
Stanford University

Student Associations

David Hawkins, Legislative Director
California State Student Association

Elaine Yamaguchi
University Affairs /Collective Bargaining Advocate
University of California Student Association

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--. *Diversification of the Faculty and Staff in California Postsecondary Education from 1977 to 1987*. Commission Report 88-29. Sacramento: The Commission, September 1988b.

--. *The Role of the California Postsecondary Education Commission in Achieving Education Equity in California: The Report of the Commission's Special Committee on Educational Equity*. Commission Report 88-31. Sacramento: The Commission, September 1988c.

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CALIFORNIA POSTSECONDARY EDUCATION COMMISSION

THE California Postsecondary Education Commission is a citizen board established in 1974 by the Legislature and Governor to coordinate the efforts of California's colleges and universities and to provide independent, non-partisan policy analysis and recommendations to the Governor and Legislature.

Members of the Commission

The Commission consists of 15 members. Nine represent the general public, with three each appointed for six-year terms by the Governor, the Senate Rules Committee, and the Speaker of the Assembly. The other six represent the major segments of postsecondary education in California.

As of February 1990, the Commissioners representing the general public are:

Mim Andelson, Los Angeles;
C. Thomas Dean, Long Beach;
Henry Der, San Francisco;
Seymour M. Farber, M.D., San Francisco;
Rosalind K. Goddard, Los Angeles;
Helen Z. Hansen, Long Beach;
Lowell J. Paige, El Macero; *Vice Chair;*
Cruz Reynoso, Los Angeles; *Chair;* and
Stephen P. Teale, M.D., Modesto.

Representatives of the segments are:

Meredith J. Khachigian, San Clemente; appointed by the Regents of the University of California;

Theodore J. Saenger, San Francisco; appointed by the Trustees of the California State University;

John F. Parkhurst, Folsom; appointed by the Board of Governors of the California Community Colleges;

Harry Wugalter, Thousand Oaks; appointed by the Council for Private Postsecondary Educational Institutions;

Joseph D. Carrabino, Orange; appointed by the California State Board of Education; and

James B. Jamieson, San Luis Obispo; appointed by the Governor from nominees proposed by California's independent colleges and universities.

Functions of the Commission

The Commission is charged by the Legislature and Governor to "assure the effective utilization of public postsecondary education resources, thereby eliminating waste and unnecessary duplication, and to promote diversity, innovation, and responsiveness to student and societal needs."

To this end, the Commission conducts independent reviews of matters affecting the 2,600 institutions of postsecondary education in California, including community colleges, four-year colleges, universities, and professional and occupational schools.

As an advisory planning and coordinating body, the Commission does not administer or govern any institutions, nor does it approve, authorize, or accredit any of them. Instead, it cooperates with other State agencies and non-governmental groups that perform these functions, while operating as an independent board with its own staff and its own specific duties of evaluation, coordination, and planning.

Operation of the Commission

The Commission holds regular meetings throughout the year at which it debates and takes action on staff studies and takes positions on proposed legislation affecting education beyond the high school in California. By law, its meetings are open to the public. Requests to speak at a meeting may be made by writing the Commission in advance or by submitting a request before the start of the meeting.

The Commission's day-to-day work is carried out by its staff in Sacramento, under the guidance of its executive director, Kenneth B. O'Brien, who is appointed by the Commission.

The Commission publishes and distributes without charge some 30 to 40 reports each year on major issues confronting California postsecondary education. Recent reports are listed on the back cover.

Further information about the Commission, its meetings, its staff, and its publications may be obtained from the Commission offices at 1020 Twelfth Street, Third Floor, Sacramento, CA 98514-3985; telephone (916) 445-7933.

TOWARD AN UNDERSTANDING OF CAMPUS CLIMATE

California Postsecondary Education Commission Report 90-19

ONE of a series of reports published by the Commission as part of its planning and coordinating responsibilities. Additional copies may be obtained without charge from the Publications Office, California Postsecondary Education Commission, Third Floor, 1020 Twelfth Street, Sacramento, California 95814-3985.

Recent reports of the Commission include:

89-32 California Colleges and Universities, 1990: A Guide to Degree-Granting Institutions and to Their Degree and Certificate Programs (December 1989)

90-1 Higher Education at the Crossroads: Planning for the Twenty-First Century (January 1990)

90-2 Technical Background Papers to *Higher Education at the Crossroads: Planning for the Twenty-First Century* (January 1990)

90-3 A Capacity for Learning: Revising Space and Utilization Standards for California Public Higher Education (January 1990)

90-4 Survey of Space and Utilization Standards and Guidelines in the Fifty States: A Report of MGT Consultants, Inc., Prepared for and Published by the California Postsecondary Education Commission (January 1990)

90-5 Calculation of Base Factors for Comparison Institutions and Study Survey Instruments: Technical Appendix to *Survey of Space and Utilization Standards and Guidelines in the Fifty States.* A Second Report of MGT Consultants, Inc., Prepared for and Published by the California Postsecondary Education Commission (January 1990)

90-6 Final Report, Study of Higher Education Space and Utilization Standards/Guidelines in California: A Third Report of MGT Consultants, Inc., Prepared for and Published by the California Postsecondary Education Commission (January 1990)

90-7 Legislative Priorities of the Commission, 1990: A Report of the California Postsecondary Education Commission (January 1990)

90-8 State Budget Priorities of the Commission, 1990: A Report of the California Postsecondary Education Commission (January 1990)

90-9 Guidelines for Review of Proposed Campuses and Off-Campus Centers: A Revision of the Commission's 1982 *Guidelines and Procedures for Review of New Campuses and Off-Campus Centers* (January 1990)

90-10 Faculty Salaries in California's Public Universities, 1990-91: A Report to the Legislature and Governor in Response to Senate Concurrent Resolution No. 51 (1965) (March 1990)

90-11 Status Report on Human Corps Activities, 1990: The Third in a Series of Five Annual Reports to the Legislature in Response to Assembly Bill 1820 (Chapter 1245, Statutes of 1987) (March 1990)

90-12 The Dynamics of Postsecondary Expansion in the 1990s: Report of the Executive Director, Kenneth B. O'Brien, March 5, 1990 (March 1990)

90-13 Analysis of the 1990-91 Governor's Budget: A Staff Report to the California Postsecondary Education Commission (March 1990)

90-14 Comments on the California Community Colleges' 1989 Study of Students with Learning Disabilities: A Second Report to the Legislature in Response to Supplemental Report Language to the 1988 State Budget Act (April 1990)

90-15 Services for Students with Disabilities in California Public Higher Education, 1990: The First in a Series of Biennial Reports to the Governor and Legislature in Response to Assembly Bill 746 (Chapter 829, Statutes of 1987) (April 1990)

90-16 Standardized Tests Used for Higher Education Admission and Placement in California During 1989: The First in a Series of Biennial Reports Published in Accordance with Senate Bill 1416 (Chapter 446, Statutes of 1989) (April 1990)

90-17 Academic Program Evaluation in California, 1988-89: The Commission's Fourteenth Annual Report on Program Planning, Approval, and Review Activities. (June 1990)

90-18 Expanding Information and Outreach Efforts to Increase College Preparation: A Report to the Legislature and Governor in Response to Assembly Concurrent Resolution 133 (Chapter 72, Statutes of 1988) (June 1990)

90-19 Toward an Understanding of Campus Climate: A Report to the Legislature in Response to Assembly Bill 4071 (Chapter 690, Statutes of 1988) (June 1990)